



THOUGHT-STUDY READERS

BOOK

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THOUGHT-STUDY READERS

INDIVIDUALIZED

BOOK FOUR

by

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PREFACE

The reading a pupil does in school can generally be divided into two classes: the recreational type and the study type. The pupil reads the recreational type for pure enjoyment, and appreciation. Stories, poetry, and plays come under this classification. He reads the study type to gain information with which to answer some question or problem, to correct a judgment, or to make a comparison. Such subjects as history, geography, arithmetic, and science demand this second type of reading. The study type of reading does not preclude enjoyment or appreciation. The pupil should enjoy his reading in geography, history, and science but his real purpose is to gain information.

The purpose of The Thought-Study Readers is to give the pupil training in the various types of reading and study which he will need to use in his informational reading. The selections in the books are of the various types which the pupil is asked to study in his school work. They include articles based on geography, history, biography, nature study, science, citizenship, and problem solving in arithmetic. In no sense is it the purpose of these readers to take the place of the literary type of readers.

Recent investigations in reading indicate very clearly that there are many types of reading abilities that need to be developed in connection with the work or study type of reading. These studies indicate that the ability to do one type of reading successfully does not predict that success will follow the attempt to do other types of reading. A pupil may be very skillful in comprehending and mastering a lesson in history and at the same time be lacking in the ability to do the type of reading or study necessary to solve arithmetic problems.

In order to enable the pupil to do efficient work in the various types of reading in which he engages, he should receive training in all of the types. If the pupil is to be successful in his study of geography, he must learn how to study the various types of material in geography. This will involve such general abilities as the comprehension and understanding of what is read, the ability to make comparisons, the ability to classify facts and ideas, the ability to locate information in a geography or reference book. In addition many more specific abilities are needed before the most successful work can be done. Among these specific abilities are the ability to read and interpret maps, graphs, tables, charts; the ability to use a dictionary, encyclopedia, and an atlas. The Thought-Study Readers attempt to furnish the basis for this type of training. Training is given not only in developing the more general reading abilities, but also

in a large number of more specific reading abilities needed in connection with various types of study.

These readers definitely meet the need of the teacher in providing for individual differences. To direct the study of each child and to check on the results which he obtains, at the same time meeting the needs of the slow, average, and fast student, is an almost impossible task for the teacher. To do this the teacher must expend a great amount of time and labor in preparing lessons and materials. In these books this work has been done for the teacher. Directions are given to the student for studying each lesson or article and a method is provided by which he can check the results of his own work. This permits of the complete individualization of reading instruction in the use of these books if so desired. Each pupil can work at his own rate.

In addition to the administrative advantages which the checks following each article give, there is the desirable effect which they have upon the pupil's attitude towards his work, for he can not only determine his achievement on each article, but can see his progress from day to day. In this way he is given a stimulus to additional effort and feels a sense of satisfaction in the knowledge that he is making progress, that he is becoming a better reader.

In general it is suggested that the teacher use these books in the study period. There is nothing, however, in the nature of the books or their organiza-

tion to prevent the teacher from using them as other silent reading and study readers are used in the recitation period. It is felt, however, that they meet a need for directed study materials not found in other books.

The selections in the beginning of each book which are to be studied by the pupils with the aid of the teacher are designed to give the pupil an understanding and recognition of some of the things which he needs to develop in attaining good study habits. Through the introductory lessons the pupil learns how to check the results of his work. The signs which appear at intervals throughout the books are a constant reminder of reading habits that need to be cultivated.

The placement of the subject matter in the books parallels as closely as possible the general curriculum trends, where such exist, throughout the country. The information given in selections for the most part is not duplicated in other silent reading or study readers.

The selections in each book have been graded as to difficulty of vocabulary and experience, so that an average child for the grade can comprehend them without difficulty. All of the material has been tried out in actual classroom situations and has been found practical. In each book there are a number of relatively long selections designed to give the pupils practice in the types of supplementary reading

that are given pupils in enriching their experiences in connection with their studies in geography and history and other subjects. The types of study asked of the child are sufficiently advanced so that they present real study problems for the average child. The teacher, however, should expect only a small part of her pupils to get all of the answers to the checks on the exercises entirely correct. If this were not true, there would be no demand upon the child to put forth his best effort, and thus make the greatest amount of improvement.

P. R. S.

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HOW TO HELP OUR EYES

This story tells you two things to do that will help you in your reading. Find out what they are.

Have you ever seen a person read with his lips moving? Many children and even some grown-up persons do it. These people are never fast readers. We all know that we cannot read as fast orally as silently because it takes time to move our lips. Our eyes can travel much faster than our lips. Try reading a short paragraph in your reader. It takes but a moment to read it silently. Now read it aloud. It takes much longer just because you take time to make your lips and tongue form the words. When you move your lips while reading silently, you are really not reading much faster than you do orally. Try

to keep your lips quiet and give your eyes a chance to move as fast as they can.

Another bad habit that some children have is to point to words as they read. Do you ever do that? That, too, takes time. Your eyes can move much faster than you can point. Pick out a sentence and try pointing to the words as you read. You do not move ahead very fast, do you? Now read the same sentence without pointing. How much faster you go! You are not fair to your eyes when you keep them behind by pointing. No one likes to have some one pulling him back when he is trying to go forward. That is what you do to your reading when you use your lips or point to words.

Here are two worth while things to remember if you wish to improve your reading:

1. Do not move your lips when reading silently.
2. Do not point to words when reading.

HOW TO HOLD A BOOK

This story tells you five things that you should remember in holding your book when reading. See if you can name them when you have finished reading.

How do you hold your book when you read? Is it a comfortable way? Is it a way that is not harmful to your eyes and body? Is it a way that helps you to pay attention so that you can understand your lessons? Of course you cannot answer so many questions at once! Perhaps you have never thought about these things before. Let us think about them now. I am sure that we can find out some interesting things about holding a book.

Which hand do you use to hold your book? Your left? That is best. Your right hand is then free to turn the pages or hold them flat. You may need both hands to hold a book if it is heavy.

I wonder if you are a long-distance reader or a short-distance reader. Perhaps you are

neither. Take out your ruler. Measure the distance from your eyes to your book. Be sure that you are holding your book as you usually do when you study. If your book is more than fourteen inches away from your eyes, you are a long-distance reader. If it is less than fourteen inches away, you are a short-distance reader. If your eyes are good, you should be able to read best with your book about fourteen inches from your eyes.

Now hold your book again as you do when you read. Notice how your book is tipped. It is best if it is tipped only a little so that your eyes may look straight at the words. If you draw a line from your eye to your book, it should look as it does in picture A:



A.



B.

C.

Your eyes cannot see the words plainly if the book is tipped as much as it is in picture B or C.

When you read for a long time with the light shining in your eyes, you are hurting your eyes. It is best to have the light come from over your shoulder or from the side. You may not always be able to read in the best light, but you should never sit where you must face the light.

How do you sit when you read? Do you get a kink in the back of your neck because you hold your book in your lap and must look down to see what is in it? Do you twist one leg around the other or slump until you are sitting on your back? It is better to find a



comfortable position by having your feet, arms, back, and other parts of your body in positions which need not be changed. It is foolish to have neck-aches, back-aches, and other queer aches when you need not have them.

Then, too, you should sit so your body looks ready for work. Have you ever noticed that the boys and girls who do things well sit that way? They do not twist their legs or slump their bodies when they study. They look wide-awake and seem ready to do things. If your

body is ready for work, it is easier to think about what you are reading.

This story has told you how to hold a book. How many things do you remember? Here are five things that you should remember:

1. Hold the book in your left hand so that your right hand is free to hold the pages flat or turn the pages.
2. Hold the book about fourteen inches from your eyes.
3. Tip the book a little so that your eyes may look straight at the words.
4. Have the light come from the back over your shoulder or from the side.
5. Sit comfortably and look ready for work.

The two stories that you have just read have told you of seven things which you should remember in your reading. Take a piece of paper and, without looking in your book, see if you can write the seven things to remember. If you miss any of them, read the two stories again. After you have done this, try writing them again.



SIGN POSTS

Every time you go for an automobile ride or for a walk, you see signs telling you what to do. When you come to a railroad crossing you are told to **"Stop! Look! Listen!"** When you come to crossroads, you are told to **"Turn to the Right."** A traffic sign will tell you either to **"Stop"** or **"Go."** On busy streets you will often see a sign which says, **"No Parking Here."** There are hundreds of signs like this. They are put up to show you the way to go. They help to tell you to do things you might forget. They also help you to remember to be careful.

Sometimes the road to good reading is dangerous, too. This is why you are going to have signs in your book something like the ones you see on the streets. They will warn you to be careful about certain things. Every once in a while you will come to these signs:

READ RAPIDLY

or

KEEP UP YOUR SPEED

These will help you to remember that a good reader must be able to read rapidly.

Another sign will say,

KEEP LIPS CLOSED!

just as a sign on a road may say, “**Road Closed!**” You will waste time if you go ahead and disobey the signs. As you go along on your journey to good reading, you will see another sign,

DON'T POINT!

It will remind you that pointing keeps you from going ahead quickly in your reading.

Still another sign will say,

REMEMBER FOR WHAT YOU ARE READING

Sometimes you may be like the little boy who went to the store for his mother and forgot what he was to buy. That happens in our reading when we forget what we are to find.

Other signs will say,

HOLD THE BOOK RIGHT!

KEEP AWAY FROM ME!

GO AHEAD! DON'T BACK UP!

This last sign will help you to remember that repeating is bad.

If you follow these signs as you go along, they will help you to improve your reading.

THE DIFFERENCE BETWEEN READING A STORY AND READING A GEOGRAPHY, HISTORY, OR HEALTH LESSON

How many of you find that sometimes your reading is very hard and you have to read very carefully and slowly? At other times you find your reading very easy and you can read rapidly without trying very hard. If you are reading a story for fun you just hurry along without stopping unless Mother calls and says it is time for bed, or if you are in school, the teacher may stop you and tell you that it is time to do something else.

In reading your geography lesson, you often find that you cannot read it as easily or as rapidly as you do a story. A city is mentioned. You do not know where it is. You are told to look at a picture or a map. You must stop to find out where the city is and

look at the picture or map to understand what you are reading.

In your history lesson, you have to think about real persons and what they did. You must know why you should know about them. You must also remember the important things told about them in your reading.

Your health lessons tell you certain things about yourself, so that you can keep well and strong. You are not reading just for fun and pleasure but to find out things about yourself for your own good.

Because there are so many things to remember or to do in reading your history, geography, and health lessons, you find them much harder to read than stories. In this book we are going to help you to learn the best and easiest way to read these different lessons.

Most of the time when you read for fun you read the story only once. But in your history, geography, and health lessons one reading is usually not enough. In these les-

sons you should read them rapidly the first time to get an idea of what is in the lesson or to find the parts of the lesson that answer the questions you are asked. You should then read a second time the parts of the lesson which are the most important and which you need to remember. If you have time, you should go back and read your lesson a third time, so that you are sure that you understand it all and have not missed any of the important parts.

In the study lessons in geography, history, and health that follow in this book, one reading will not be enough. Each lesson must be read twice and sometimes three times.

Try to remember the way you are to read and study each lesson.

1. Read **rapidly** the first time to get an idea of what is in the lesson or to find the parts which answer the questions which you are asked.
2. Read **carefully** a second time the most important parts of the lesson.

3. If you have time, read **rapidly** a third time to be sure that you understand it all and have not missed any of the important parts.

This story has told you of three more things which you are to remember in your reading. See if you can write them without looking at your book.

THE POLICEMAN

Do you know a policeman? The policeman is a friend to some boys and girls and an enemy to others. Read this story rapidly to find to whom he is a friend and to whom he is an enemy.

KEEP AWAY FROM ME

Who is the boy or girl in your school who always seems to be in trouble? Perhaps it is the “bully” on your playground; the one who is disobedient; the one who won’t follow the rules of the games. Sometimes it is the boy or girl who does not want to work and tries to keep others from their work. Once in a while there is a selfish pupil who always wants his own way, or one who is quarrelsome or careless. It is for children like these that your principal, your teacher, and you, make rules telling what must be done and what must not be done in school. When boys

and girls break these rules, they must expect to find themselves in trouble.

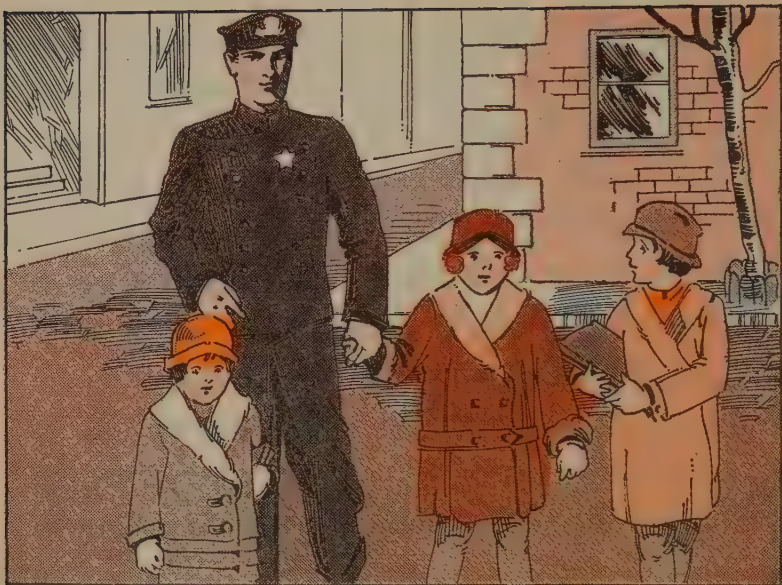
Your home has rules, too. You are expected to be home on time for meals, to do the duties that are given you, to be obedient to your parents' wishes. You are also expected to be courteous at home and to be quiet when people are sick. These are some of the rules that you probably have in your home. Usually your father and mother see that these rules are obeyed.

All places, from little villages to big cities, must have rules and people whose business it is to see that the rules are obeyed. If you live in a small village, you perhaps have a town marshal. He tells you not to throw stones or snowballs in the streets as some one may be hit, horses may be frightened, or windows may be broken. If he sees you build a bonfire near a barn or in the street, he may tell you that it is dangerous and make you put it out. Some one may be treating an ani-

mal cruelly and the marshal will make him stop. Some boys think of the marshal as a "kill-joy" who spoils all their fun. This is not true. He likes fun, too. The things he forbids are only those things which are wrong. It is his duty to make his village a safe and pleasant place in which to live.

If the trouble-maker in the village goes to a large city where he is not known, he may think that there he can do as he pleases. What a mistake such a person makes! Instead of one town marshal to keep him from doing wrong, he finds a whole army of policemen who spend all their time keeping order. Policemen are great enemies of wrong-doers, but good friends and protectors of right-doers.

A policeman is a good friend to all children. He helps them at dangerous crossings. He stops cars and wagons so that children can cross the street safely. He sees that lost children reach their home again. Just as you may go to your father and mother for



advice and help, you may go to a policeman for advice and help. It is a part of his business to take care of you and all other children.

He has many other duties besides the duty to help children. He helps when there are fires and runaways. He sees that animals are treated well. He is ready to answer calls for help. He sees that dangerous things on the streets and alleys are removed. He helps

when there are accidents. He stops fights and makes noisy crowds be quiet. He sees that people are quiet near hospitals, because noises harm the sick people. If a person is without food or shelter, he takes care of him. He helps people find their way about the city. He helps to find wrong-doers and to see that they are punished.

What does the policeman expect of you and me in return? Most of all, I think, he wants us to feel that he is our friend. He wants us to come to him for help when we are in trouble. He wants us to obey the rules and laws so that we do not need to be punished. He wants us to help him make our city better, cleaner, and happier. It is because we have laws which the policemen make the people obey, that we are able to sleep peacefully at night, go to school unharmed, and are able to travel to other places in safety.

Write on your paper the numbers of the correct answers to the lesson on the next page. If necessary, read the story over again carefully.

Put the right numbers on your paper.

I. The story tells you
that the rules in your
school are made by

- 1. parents
- 2. you
- 3. principal
- 4. superintendent
- 5. teacher
- 6. policeman

Put the right numbers on your paper.

II. The story tells you that the policeman
does which of the following things:

- 1. Helps lost people find their way.
- 2. Stops fights.
- 3. Sees to it that animals are well treated.
- 4. Sweeps the streets.
- 5. Helps to find wrong-doers.
- 6. Helps when there are fires.
- 7. Helps people cross the street.
- 8. Helps those without food or shelter.
- 9. Collects garbage.
- 10. Picks up paper in the park.

Turn to the answers in the back of the book. Compare your answers with them. Keep a record of the number you had right.

HOW WE CAME TO HAVE POLICEMEN

People did not always have policemen. Read the next part of this story to find who protected people before they had policemen.

We have not always had policemen. In olden days soldiers took the place of policemen. It was their duty to protect the ruler of the country and his family. Other people had to protect their own lives and homes as best they could, and punish those who did wrong.

As people became wiser they joined together in bands so that they could protect themselves better. Each band decided to punish anyone in the group who did wrong.

After a time, people felt that they were spending too much time watching their belongings and not paying enough attention to their work of cutting wood, planting, and other things which they needed to do. The men took turns watching each night so that no harm could be done. This was not easy to do after working hard all day. For this

reason men were hired to do nothing but guard. Some guarded at night; others guarded during the day.

When the people had men who were hired and paid to guard them, they became much happier and had more time to work and enjoy themselves. They planted larger fields, raised more animals, and made better homes.

Many of the first people to settle and make homes in America were people from England who brought with them the English ways. In England they had day and night guards or "watches," as they were called, so it was not long before these first settlers had day and night watches in America, too.

The English people were the first ones to call the guards "policemen." About one hundred years ago they were given that name. A little later the people in the city of New York called their guards "policemen," too. They selected blue uniforms with brass buttons for them. It was not long before all large cities in our country had policemen in



uniforms. Their uniforms help us to know them.

The policemen in a city are like an army, with captains, lieutenants, sergeants, and patrolmen. The chief-of-police is at the head of all the policemen in a city. Each policeman has certain duties. Perhaps you can tell what some of them are.

No matter where you go, you can feel that you have a good friend always near. You

may not know his name, but if he wears a policeman's uniform, he is always ready to help you and answer your questions. Remember that he is not on guard just to find wrong-doers, but he is there to help right-doers all he can. Do not be afraid to ask him for help.

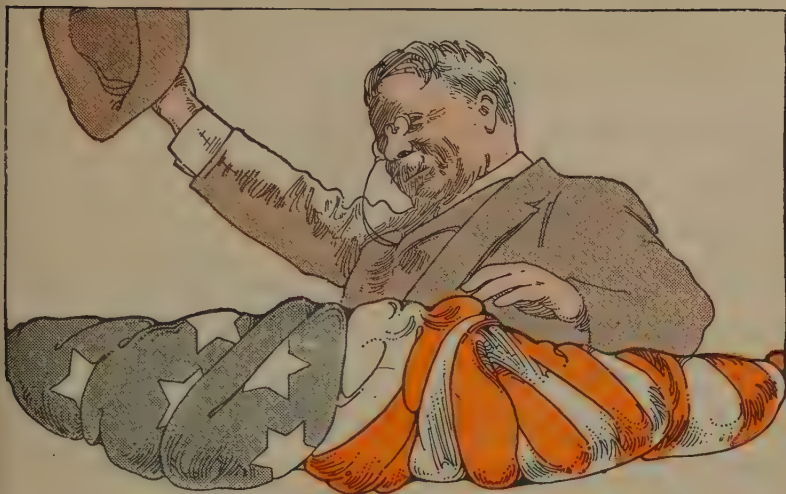
Answer these questions:

III. Before people called the men who protected them, policemen, they gave them other names. Write three of those names on your paper.

1..... 2..... 3.....

IV. What country was the first to use the name "policeman"?

Compare your answers with those in the back of the book.



THEODORE ROOSEVELT

Read this story to find out whether Theodore Roosevelt did any of the things that boys in your class want to do.

READ RAPIDLY!

How many of you have known boys who have wanted to be a cowboy, big-game hunter, writer, police chief, governor of a great state, daring soldier, or even a great president of our United States? Many of them will perhaps become one, or even more,

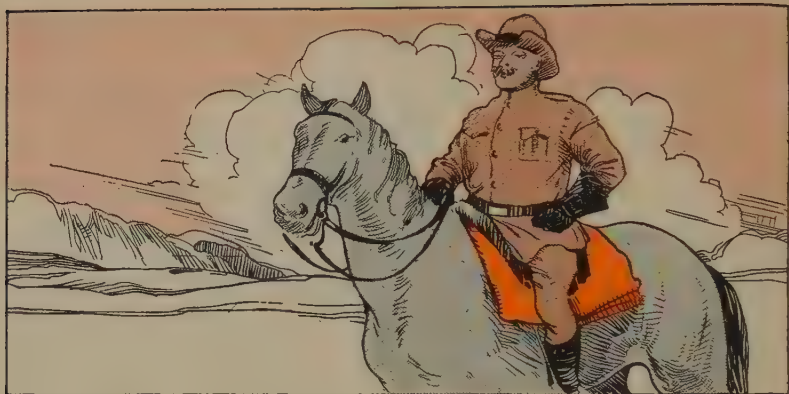
of these. They are all fine things to be, but here is a story about a boy who grew up to be all of them, not all at once, but at different times during his life.

When he was small, his brothers and sisters called him "Teddy," but people, today, remember him as Theodore Roosevelt, or Teddy Roosevelt.

He lived in a fine old home in the city of New York, where the Roosevelt family had lived for many years. Teddy had many gay times with his brothers and sisters. He had a jolly father who was always ready for romping, or boxing, or whatever the children wanted to do. His mother delighted them with stories of her girlhood on a large plantation in the South. The children never tired of hearing about Daddy Luke, a faithful old slave, or little black Sarah, a kinky-haired pickaninny, and about the old colored mam-mies who helped so much in their mother's old home. Life was, indeed, filled with joyous times for the little Roosevelt children.

There were many times, however, when an illness kept Theodore too weak to do what other children did. For this reason he did not attend school but studied at home with his Aunt Anna and his mother. He read much and became very interested in the animal and bird life about him. He learned all he could about them by watching them and reading about them. He began making a collection of them. If he himself failed to find the kind he wanted, he would advertise for it, and soon after some one would bring it to him.

There were young squirrels, guinea pigs, and whole families of field mice in his collection. It was always a problem to know where to keep these lively additions to the family. There was a time when even the ice-box of the Roosevelt home was discovered to be the home of a family of field mice. Once the faithful laundress of the Roosevelt family almost left them forever when she found



several of Teddy's turtles tied to the wash-tub!

While Teddy was still a young boy, the Roosevelt family journeyed through many of the countries of Europe. Later they went to Europe again and also to Egypt. Theodore was happiest in these countries when he found a new bird or animal to add to his collection. He began writing about them for he had learned much during his travels.

In a few years after their second return to America, Theodore graduated from Harvard College. All this while he did all he could to become strong and healthy. He was one of

the best boxers and runners of Harvard College. It was very hard to believe that he had once been a very pale and weak little boy.

Several years after his graduation he went to a ranch in North Dakota. There he became a ranchman and cowboy. He loved the outdoor life of North Dakota with its hunting and bronco-busting. He also took time to write about his life there.

When he returned to New York again, he saw much that was wrong all about him in the city. He decided that he would do all he could to make things better. He became head of all the policemen in the city of New York.

When our country was at war with Spain because we were helping Cuba to be free from Spain, a call was sent out for men. Roosevelt was to take charge of a regiment. The regiment was soon filled up with his old college friends, hunters, cowboys, and book-keepers. Even a little bronco-buster from Oklahoma came. He could never keep in step while marching because of his very short

legs, but no one could ride better than he. This regiment of brave men was called Rough Riders. After several battles which made Cuba free from Spain, the Rough Riders returned to their homes. Colonel Roosevelt, their beloved leader, then told them to serve their country as well in peace as they did in war.

Everything Roosevelt did was well done. It was not long before he was made governor of New York State and then Vice-President of the United States. When President McKinley was killed, Roosevelt became president. So well did he serve his country that he was made president a second time.

His later years were spent in Africa and South America where he and his son Kermit hunted. If they found a strange bird or animal, it was killed and stuffed and sent to some museum where others might see it, too. Theodore Roosevelt has written many interesting stories about these trips. Perhaps you will like to read these books some day.

Roosevelt believed that people could do the things they wanted to do if they tried hard enough. He believed that a boy could not be a good American man unless he was a good American boy. He believed that a boy should not be a coward, a weakling, a bully, or a shirker. He believed that people should work hard and play hard. He said, "In life, as in a football game, the rule to follow is: Hit the line hard; don't foul, and don't shirk, but hit the line hard."

Here are some other rules he made:

"Be ready!"

"It is better to be faithful than famous."

"Fight for the right and win."

"If you are right, fight on."

"Time that is lost, is lost forever."

"Waste no time in grumbling."

"The man who is busy helping his neighbor has no time to growl."

"The only man who makes no mistakes is the man who never does anything."

Read the story over again to find the answers to the following questions. Read over the questions before you re-read.

When you have read the story the second time, put the numbers of the questions on your paper, and after each number put the right answer.

1. What did Theodore Roosevelt's brothers and sisters call him when he was a boy?
2. Why could he not attend school when he was a boy?
3. From what college did Theodore Roosevelt graduate?
4. What were the soldiers called whom Roosevelt led in the war with Spain?
5. Of what state did Theodore Roosevelt become governor?
6. What are four things that Roosevelt did not want boys to be?

Compare your answers with those in the back of the book.

LEARNING TO READ PROBLEMS

It is much easier to read stories in your readers than arithmetic problems.

I. It was Saturday and the first hot day of summer. John said to Frank, "Let's go swimming, the water ought to be warm enough." "All right," said Frank, "I'll be the first one in."

II. A man had three wagons taking dirt out of a basement. Each team carried away 12 loads in a day. How many loads a day were taken out of the basement?

The first paragraph is a story and is easier to read than the second which is an arithmetic problem.

There are a number of reasons why you find problems harder to read than stories. Some of these reasons are:

1. You must know what all the words mean. You should not guess at the meaning as you sometimes do in stories.

2. You must know what the problem asks you to find out.
3. You must know what facts you need to use in getting the answer.
4. You must decide whether you should add, subtract, multiply, or divide.

Read this problem:

A man sold some turkeys which together weighed 120 pounds, for 50c a pound. How much money did he get?

You first have to read the problem to understand what it tells you. Perhaps you know what it asks you to find out after you read it the first time, but very often you must read it a second time to be sure. After you have read the problem you know that it wants you to find out **how much money the man got for his turkeys**. Then you should read the problem over again to see what facts you need to use in getting the answer. You find that the man had some turkeys, that together they **weighed 120 pounds** and that he sold

them for **50c a pound**. If he gets 50c a pound and there are 120 pounds of turkeys, you know that you must use 50 and 120. You next decide to multiply 120 by 50 to get the answer.

In solving arithmetic problems, the best pupils read as carefully as you have just read. They read each problem over two or three times before they work it. While they read, they are thinking of the same things you have just been reading about. They are:

1. What does the problem tell you?
2. What are you asked to find?
3. What things do you need to use?

4. What should you do? $\left\{ \begin{array}{ll} \text{A} & \text{add} \\ \text{S} & \text{subtract} \\ \text{M} & \text{multiply} \\ \text{D} & \text{divide} \end{array} \right.$

Try this next problem. Read it the first time to get the answer to question 1, the second time for 2, and the third time for 3. You can then decide 4.

John went to the store for his mother and bought a loaf of bread for 10c, a pie for 20c, and a pound of cheese for 40c. How much did he spend in all?

ARITHMETIC PROBLEMS

Read the first four problems in this lesson. See if you can remember what you learned about reading problems in the lesson on "*Learning To Read Problems.*"

John had 5 apples and Mary had 4. How many did they have together?

The problem tells you how many apples John had and how many apples Mary had.

The problem asks you to find how many both had.

You must add the number of apples that John had to the number Mary had and the answer is 9.

Mary spent \$1.00 for her geography book, 60c for her arithmetic book, and 30c for her spelling book. How much did Mary spend for all three books?

What does the problem tell you?

Mary spent \$1.00 for her geography book,

60c for her arithmetic book,

30c for her spelling book.

What are you asked to find?

How much Mary spent for all three.

To find this you add the cost of the books.

\$1.00

.60

.30

\$1.90 the answer.

Answer the questions asked in the following problems. Answer them to yourself.

Mary got 8 problems in her arithmetic lesson right, and Rose got 10 right. How many more did Rose get right than Mary?

What things does the problem tell me?

What am I to find out?

What numbers must I use?

Should I add, subtract, multiply, or divide?

George sold 25 Saturday Evening Posts a week. He sold each one for 5c. How much money did he get for the 25?

What things does the problem tell me?

What am I to find out?

What facts or numbers must I use?

Should I add, subtract, multiply, or divide?

You should find out four things about every problem. They are:

1. What the problem tells you.
2. What it asks you to find.
3. What facts or numbers to use.
4. How to do it.

In the next problems see if you can read them and answer each of the four questions. Put on your paper the letter of the process you use.

I. Jack's father gave him some money to go to the football game. He paid 25c to get in and had 25c left. How much did his father give him?

To get the answer you {
A add
S subtract
M multiply
D divide

II. Mary's mother gave her five cents a day. How much did Mary get a week?

To get the answer you {
A add
S subtract
M multiply
D divide

III. George and Dorothy went on an auto trip of 210 miles with their father and mother. It took them seven hours. How many miles did they average an hour?

To get the answer you {
A add
S subtract
M multiply
D divide

IV. There were 44 children in the fourth grade. Half of them were boys. How many boys were in the room?

To get the answer you {
A add
S subtract
M multiply
D divide

V. Mary's father has 30 cows on his farm and Grace's father has 22 cows on his farm. How many more cows are on Mary's farm than on Grace's?

To get the answer you {
A add
S subtract
M multiply
D divide



THE MAYFLOWER'S CARGO*

This story tells you what the Pilgrims brought with them from Europe in the Mayflower. Read the story to find how many of these things are left today.

KEEP LIPS CLOSED

The cargo of the Mayflower was a heavy one. It was so heavy that the little passenger boat rode lower in the water than her builders thought she should. The waves often

*Reprinted from *The Mentor*, March, 1927, by permission of The Crowell Publishing Company, publishers.

splashed over her decks during the weary nine weeks that it took to go from the Old World to the New World.

About one hundred and thirty men, women, and children were on the ship. In this number were nineteen families who were bringing animals, provisions, and furnishings for their new homes.

They brought only a few books with them. Among them were Bibles, a few hymn books, almanacs, farm handbooks, and primers and Bible stories for the children.

In the lists of furnishings were kettles, pots, hour-glasses, tableboards, chairs, benches, cradles, mirrors, bedsteads, curtains, feather beds, bolsters and pillows, pillow slips, sheets of flannel and linen, and quilts. Rugs of yellow, blue, white, and green also came on the Mayflower. For table use, spoons, knives, and salt cellars were brought. Forks were not used until later.

There was only one cook for the officers and the crew. The passengers had to get

most of their own meals. Very little cooking was done because there was so little space. Their chief foods were hard biscuit, Dutch cheese and butter, salt cod, smoked herring, ham and bacon, sausages, salt beef, mush, cabbage, turnips, and onions. Potatoes were not yet used by the Pilgrims, neither was tea, but coffee was a common drink.

No one knows whether there were cows, horses, or sheep on the ship, but there were goats, pigs, chickens, two dogs, and possibly some cats, rabbits, and pet birds. One of the dogs was a big mastiff and the other was a small spaniel. The Mayflower dogs were the first dog immigrants to settle here.

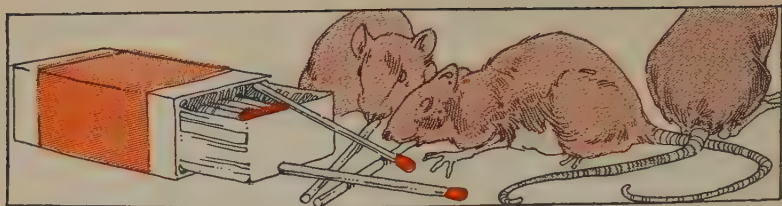
Of all the things brought over on the Pilgrim ship only a few pieces are left today. One of these is Elder Brewster's chair; another, the sword of Captain Miles Standish; and a third, the cradle of Peregrine White, the first child born in the colony. All of these are treasured in the museum at Plymouth. The Winslow family also has some silver and

pewter pieces that probably were brought over in 1620. These are the only things that are left after the three hundred years since the Mayflower came to Plymouth Harbor.

In the following list of things brought over in the Mayflower, which ones are still left? Write on your paper the number of each thing which is left. Check your answers. Read the story a second time to find out if your answers are right.

- | | |
|-------------|-------------------|
| 1. Bedstead | 6. Mastiff |
| 2. Curtains | 7. Rugs |
| 3. Sword | 8. Almanacs |
| 4. Quilt | 9. Cradle |
| 5. Chair | 10. Pewter pieces |

Compare your answers with those in the back of the book.



THE FIREMAN

Read this story rapidly. Find out how the firemen of today differ from those of long ago.

If you had lived a hundred or even fifty years ago, you would have seen a very different sight at a fire from the one that you see today. You would have heard people shouting and some one ringing a bell by hand to let everyone know that there was a fire. This alarm brought everyone out because in those days everyone belonged to the fire company. Every family had to own a fire ladder and fire buckets made of heavy leather, which were marked with the owner's name.

What excitement there was after an alarm was given! Everyone took his buckets and

ran to the burning building. Two lines of people were made from the fire to the river, pond, or well. This was called the “bucket brigade.” The buckets were filled and passed from hand to hand up one line to the fire, while empty ones went down the other line back to the pond or from wherever the water was taken. In this way they got the water to the fire.

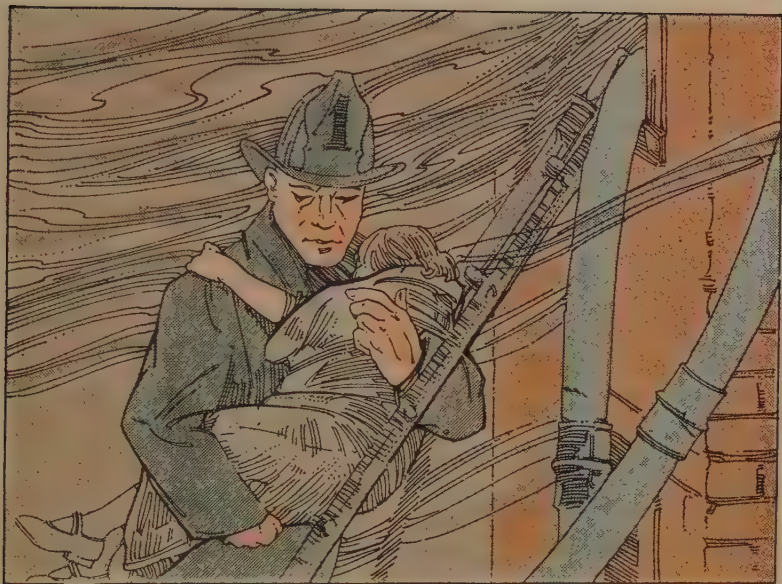


In the early days many fires were caused because chimneys were made of logs or reeds plastered with clay. These, of course, caught fire easily. But buildings then were rather far apart, so that there was not much danger of one building setting fire to others. Fires were not so hard to put out at that time because buildings were not built as large as they are now.

Today, however, cities have become so crowded with buildings which are built higher and higher, that when one burns, there is always great danger to the nearby building. These changes made it necessary to find better ways of fighting fires.

Cities soon learned that it was best to have only a few men belong to the fire company who were always ready in case of fire.

If you visit a fire-hall, how different you will find things from the days when everyone brought his buckets. One or two men sit by a desk near the big gongs. The great engines are shiny and ready. Suddenly, the



great brass gong strikes. The man at the desk yells "Turn out!" but everyone is ready soon after he hears the gong. If the men are on the second floor, they slide down a pole to reach the first floor. In a few moments the great doors are open and the engine and trucks with ladders and hose are off to the fire.

The first thing to be saved is life. The firemen see that everyone is safely out of the

burning building. After that they try to save as much property as they can. Sometimes they must fight a big fire all night and return weary and worn out to the fire hall. Then they must clean the engines and trucks before they can bathe and go back to bed. Perhaps in a short time they must be off again to another fire somewhere else.

Firemen sometimes are hurt or killed, but they are always ready to risk their lives for others. Many cities keep on paying their firemen after they are too old to work. They remember that these men have done their best to protect the city against fires.

HOW TO PREVENT FIRES

Read the next carefully to find out:

1. What you can do to help prevent fires.
2. What you should remember to do if there is a fire.

If you should ask a fireman what causes most of the fires, he would say, "Carelessness." It is much easier to keep from having fires by being careful than it is to put them

out. A fireman is always ready to fight fires, but he needs your help, too. Every fireman would be glad if you would be careful in the following ways:

REMEMBER FOR WHAT YOU ARE READING

1. If there should be a fire in your school, go out in the same way that you go when you have a fire drill.

2. If there is a fire in a theatre, public hall, church, large store, or factory, look for the red light marked "EXIT." This means you are to go out that door.

3. Always choose the exit nearest you if there is a fire.

4. If there is a fire in the room or building in which you are, walk out without pushing. Many people have lost their lives because others have pushed and trampled on them.

5. Be careful about matches. Do not drop them, because others may step on them and set them on fire.

6. Keep matches in a covered metal or china box so that mice cannot nibble them and make them burn.

7. Keep rubbish out of your basement or closets as it easily catches on fire.

8. Keep as little gasoline, kerosene, or turpentine as possible in your home. Do not use them near fire because they explode.

9. Candles are dangerous on Christmas trees. Don't use them.

10. If you live in a building with fire escapes, remember that the safest way to get out in case of a bad fire is to go down the fire escape.

11. If there is a fire in your home, call "Central" and ask for the fire station. Give your name and address to the fire station officer.

12. If there is a small fire, you should know how to smother it. If your clothing catches on fire, roll up in a rug or in heavy bed clothes. If you are out of doors, roll on the ground.

13. If you are in a burning house, get out, if you can, without going through the flames and smoke. Smoke keeps people from breathing. This often causes them to fall and be killed even though the flames do not touch them.

14. If you cannot get out of a room, close the door between you and the fire, open a window, and scream for help. Then wait for the firemen.

15. Do not jump out unless you are near the ground because you will surely be hurt.

Perhaps you can think of other things that you should remember in case of fire, or that you can do to prevent fires.

When you go home today, see if your family is doing all it can to guard against fires. Helping to prevent fires is one way of showing that you are a good citizen. Be a good citizen.

Make two columns on your paper as shown on the next page. Put under one column the numbers of

those things to do which prevent fires, and under the other column write the numbers of the things you should remember to do if there is a fire. Read again carefully. Be sure you know what you are asked to do.

Prevent Fires

If There Is A Fire

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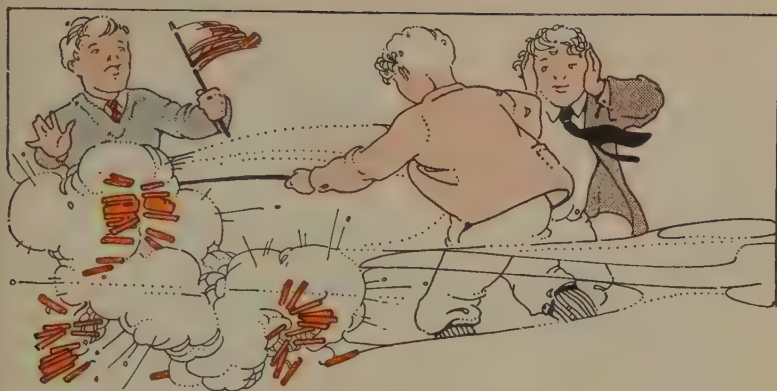
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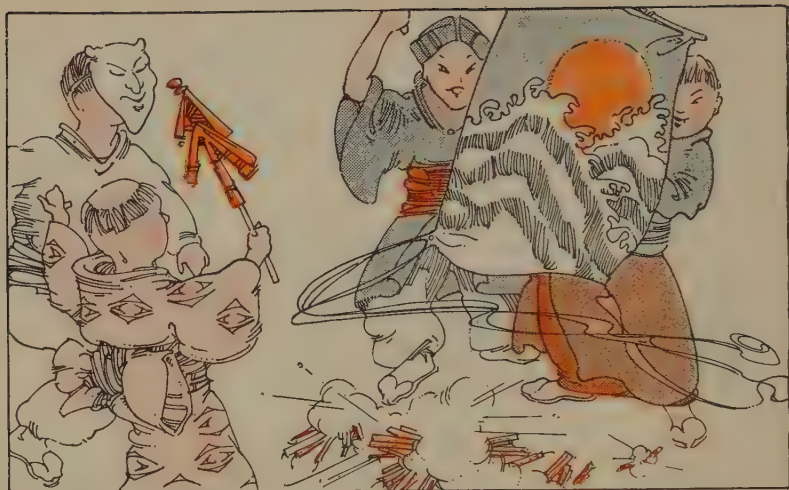
FIRECRACKERS*

Read this lesson to find out two things. First, when do the Chinese use firecrackers? Second, how are firecrackers made?

A man stands in the middle of a street in China with a package of firecrackers popping at his feet, but no one pays any attention to him. This is just the Chinese way of showing good feeling.

China uses more firecrackers in a year than any other nation. Long ago, firecrackers were used by the Chinese to drive away evil spirits. Firecrackers are used at wed-

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ding celebrations, birthdays, and funerals. At a wedding they are almost as important as the bride. The noise of a Chinese New Year's Eve is ten times as great as the noise of our own Fourth of July.

Most of the millions of firecrackers that are used each year are made in the homes of Chinese families. Women and small girls work from six o'clock in the morning until eleven at night, seven days a week. The firecrackers are made by hand; no machines are used. The pay for this work would seem very little to us.

Firecrackers are made from a cheap kind of rice paper which is rolled into a tube. This forms the shell for the firecrackers. Powder of the cheapest kind is poured into the tube. The ends of the tube are bent in and sealed with clay so the powder can not come out. The fuses are put in before they are sealed. After this the ends of the fuses are dipped in flour paste to stiffen them.

Firecrackers are very necessary in Chinese homes where they are used on many special days. In the United States most of the firecrackers are used on one day—the Fourth of July.

Put the following in the order in which the Chinese do them in making a firecracker. Show the right order on your paper by the numbers. Put down the number of the first thing they do, then the second, third, fourth, and fifth.

1. Powder is poured into the tube.
2. Rice paper is rolled into a tube.
3. The fuses are dipped in flour paste.
4. The fuses are put into the tube.
5. The ends of the tube are bent in and sealed with clay.

ARITHMETIC STORY PROBLEMS

The problems in this lesson are story problems without figures. Read each one carefully, first to find what it tells you, then a second time to find what it asks. Read the problem more than twice if you need to. Put the number of the right answer to each question on your paper.

I. Mary's father told her he would give her a sum of money each week to spend if she would tell him how much she ought to have. Mary wrote down the money she needed for the following things each week: Sunday school offering, noon lunch at school, car fare, and candy. She told her father the amount she needed each week.

What did Mary have to find out in this problem?

1. How much money she spent for carfare.
2. How much money she needed each week.
3. What she bought for her father.

II. The fourth grade teacher sent Robert to the bank with the money the fourth grade boys and girls were putting in the bank as savings that week. The pupils of the class wrote down the exact time that Robert left, and also when he returned. Then they found out how many minutes it took him to make the trip.

What did the class have to find out in this problem?

1. At what time Robert started to go to the bank.
2. How much money they saved a week.
3. How long it took Robert.

III. The fourth grade was giving a party for the fifth grade. The boys and girls of the fourth grade were planning the lunch. They were going to make a cup of cocoa for each pupil of both grades. Jane found out the number of pupils in the two grades so they knew how many cups of cocoa they needed.

What did they have to find out in this problem?

1. The number of cups of cocoa needed.
2. The cost of the cocoa.
3. How many boys there were in the fourth grade.

EXTRA PROBLEMS

Answer if you have time.

IV. Vacation was over and school was to begin. Tom's father gave him some money to get the things he would need for his school work. When he got to school, the fourth grade teacher told the pupils that they would need a tablet, pencil, eraser, and a pen holder. Tom bought these at the store on his way back to school in the afternoon. When Tom's father came home in the evening, he asked Tom how much he spent for his school things.

What did Tom's father ask him?

1. Tom's father asked what he had bought.
2. Tom's father asked how much he had spent.
3. Tom's father asked for the money.

V. A circus was coming to town. Tom and Frank wished to go. They decided to earn the money by mowing lawns. Four of their neighbors agreed to let them have the job of cutting the grass. They got a certain amount for cutting the grass each week. Tom asked Frank how many weeks it would take to earn enough money to go to the circus.

What did Tom ask Frank?

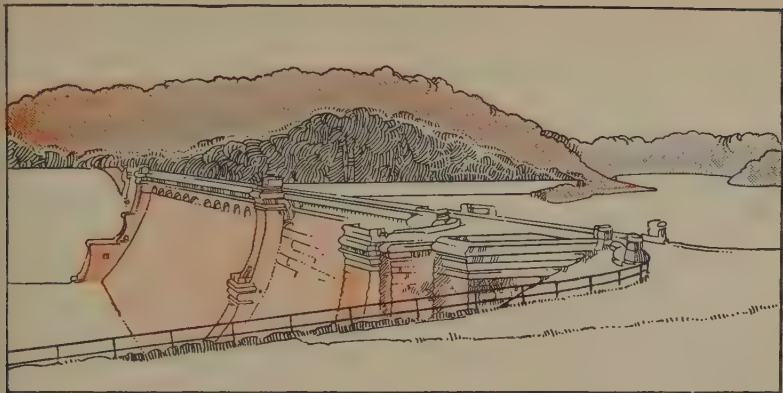
1. Tom asked what circus was coming to town.
2. Tom asked how many lawns they must cut.
3. Tom asked how many weeks it would take to earn enough money.

VI. Mary was in the fifth grade and her brother Tom was in the fourth. One evening Mary told Tom about two new boys who entered her grade. Tom asked her how many there were in the fifth grade and Mary told him. Then Tom said, "We have more than that in the fourth grade." Mary asked "How many more?" Tom said he could tell

her because they had had that kind of problem in school that day.

What was Tom able to tell Mary because of his arithmetic work?

1. How many pupils in his grade.
2. How many more pupils were in his grade than in Mary's.
3. How many new boys in Mary's grade.



NEW YORK'S WATER SUPPLY

Do you know where the water comes from which you drink every day at school and at home? It may come from a well, a river, or a lake. Read this lesson to find out how the city of New York gets its water.

The city of New York has a population of over six million people. It has been hard to get enough water for so many people. A way has been found though so that there is always plenty for everyone.

In the early days when New York was smaller there was enough water near-by. Later, the Croton River supplied the water. This river is forty miles north of the city, and

connected with many small fresh-water lakes. This water was stored in seven lakes which were made by building great dams across the river.

A few years ago even more water was needed. Then the people of New York began to use the fresh water in the lakes and rivers of the Catskill Mountains. These mountains are ninety-two miles north of New York. Think of going ninety-two miles for a drink of water!

The water is brought to the city by great tubes or pipes. These bring enough water to supply the needs of everyone. Over 800 million gallons of water a day are needed!

These pipes or tubes are from eleven to fifteen feet across or as large around as your school room is high. They are placed in tunnels hundreds of feet below the ground. They must be placed deep down so that they are not in the way of the many foundations of buildings and the subways or underground railways of the city.

This is a wonderful piece of work. Because

of it everyone in New York can have pure water. To give people pure water is one of a great city's most important duties.

Read the three short paragraphs below and think which one has the most truth in it. Write on your paper the number of the paragraph which has the most truth in it. Read the story "New York's Water Supply" again after you have read the three short paragraphs on this page.

I. The city of New York gets its water for the large number of people from the Croton River. It is brought to the city in large pipes which are laid deep under the ground.

II. The people of the city of New York need 800 million gallons of water each day. They get this water from the Catskill Mountains. The Croton River which begins in the Catskills brings the water to the city.

III. It was hard to supply the people of the city of New York with enough water. Pipes had to be laid to carry the water into the city. Eight hundred million gallons of water come from the Catskill Mountains which are ninety-two miles away.

THE MOST HELPFUL CITIZEN

In every school room there are boys and girls who always do their work well. There are some who need to be given some extra help to keep up with their work. There are others who not only do their regular work well, but who also want to do extra things. There are girls and boys of every kind in each classroom. Some are much more helpful than others.

HOLD THE BOOK RIGHT

Read the three stories that follow and decide whether George, Kenneth, or Tom makes the most helpful citizen. Put on your paper the name of the one you think is the most helpful citizen.

GEORGE

George is a boy in the fourth grade. He is a quiet, well-mannered boy who tends carefully to his work which is always well pre-

pared. When Miss Miller, his teacher, wishes to point out a neat, well-written paper, she often shows the class George's paper. Then, too, George can always be depended upon to have his work ready on time. No matter how hard or how long a lesson is, George always finishes it. He is the kind of boy who gives his teacher no trouble at all. He does everything well that she asks him to do. He believes that everyone should tend to his own work. Because of that he never offers to help anyone, or offers to do extra things unless people come to him and ask him to help. George knows he can do things well, but if people want his help they must ask him for it.

KENNETH

In the same room with George is Kenneth. He is a jolly boy who is always willing to do kind things for others. In fact, he always thinks of others before he thinks of himself. If Miss Miller needs some help, Kenneth will leave his own work before it is finished to

help her. He likes to recite in his classes. He goes through his lessons quickly, but often makes mistakes. If there are drills to be done, he likes to be the first one finished. Miss Miller talks to him about his careless mistakes, but he does not mind because it pleases him so much to finish before any other pupil. Kenneth never says, "I do not know." He always makes an answer of some kind, and sometimes it is correct.

He loves to be doing the extra things which Miss Miller allows her pupils to do. They make scrap books and fill them with interesting pictures about their history, geography, or other studies. He likes to sit in the school library and read the many interesting books which are there. All these things can be done during spare moments and Kenneth usually finds many spare moments, because he prepares his lessons so quickly. Kenneth is happy at school, although the other day he complained to George because Miss Miller kept him after

school to correct his mistakes. She told him that he should not go to the library or work on the scrap books unless his work was finished and right.

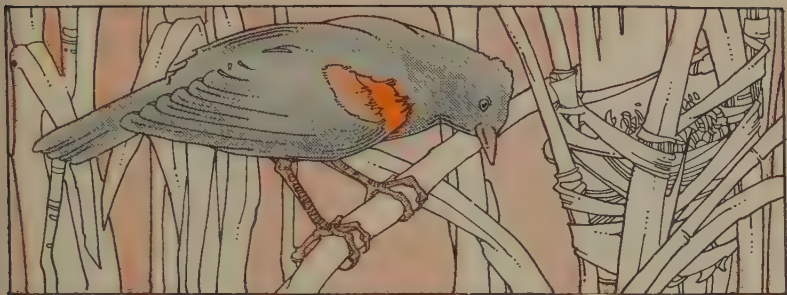
TOM

Tom is also a classmate of George's. He is president of the Fourth Grade Health Club. Every Friday afternoon the club gives a program to which mothers and friends often come. The pupils sing some of their favorite songs and some of the boys and girls who can play give piano and violin solos. Interesting talks are given about how to keep well. Tom is very proud to be president of such a worthwhile club. He does good work in school but he said to George, "I wish I could do my work as well as you do yours." Tom knows that his work is not as neat and perfect as George's, but he does the best he can. He wants to improve his arithmetic, so he studies in his spare time instead of reading in the library.

The other day Kenneth was surprised at what Tom told Miss Miller. He said he didn't

think he would help with the scrapbooks although he would bring the pictures he had collected. Some one else could put them in. Tom said he thought he should spend all his extra time on arithmetic until he felt a little surer of his work. Kenneth heard Miss Miller say, "That will be all right. Perhaps later on you will have time to help with the scrapbooks." Every day during his spare moments in school Tom can be found working his arithmetic. This leaves him plenty of time after school to meet with the committee that plans the programs for the Health Club. If anyone wants any help in getting his part ready for the program, Tom is always free after school to help him. Perhaps that is why the club has been such a success. Tom tries to be sure that everyone is ready before Friday and is very proud of his classmates when they do well.

Read the stories again if you are not sure which boy is the most helpful citizen.



THE RED-WINGED BLACKBIRD AS A BUILDER*

Perhaps you have never thought about how hard it would be to make a bird's nest. Read this article and see if you think you could be as good a builder as the red-winged blackbird.

1. If you were to hang a nest between a few rushes, you would have a hard time. 2. If you wanted the nest to keep from sliding down when it was filled with blackbirds, your task would be still harder. 3. The red-winged blackbirds do this. 4. Do you know how they do it? 5. They choose only material for their building that has lain over winter in the marshy ground, so that it is wet as well as

*By Florence Crannel Means, from *St. Nicholas Magazine*, March, 1927. Reprinted by permission of The Century Company, publishers.

easy to bend. 6. They weave the whole frame-work of the nest on the stalks of the rushes with this wet material and when it dries, it shrinks enough to cling to the rushes. 7. The birds fly to pools near the nest and skim something from the water. 8. When they return, their bills are dripping with sticky, gummy seaweed. 9. They smear this seaweed all around the rushes and the nest and this glues the nest to the rushes. 10. The only dry material they use is for the inside of the nest. 11. This is stamped down until the inside of the nest is smooth and neat.

Read the story again and pick out the two sentences that tell why the nest does not slide down when it is filled with blackbirds. Put the numbers of the two sentences on your paper.

DO YOU KNOW YOUR READING BOOK?

Is your answer to this question above "Yes" or "No"? Read the questions below. If you cannot answer all of them, you do not know your reading book. Read the rest of the story and learn more about your book.

1. What is the title of this book?
2. Where is the "Table of Contents"?
3. What two things does it tell?
4. Where is the "Index" of a book?
5. For what is it used?
6. If you are told to read the story of "The Right Thing To Do," how would you find out on what page it begins?

Can you answer these questions? Read this story and then try again to answer them.

Books are given names, just as boys and girls are given names. When you speak of some one you know, you call him by name. If you really know your books you should know their names, too. The name of this book is "Thought-Study Reader." When

you speak of it, you call it your "Thought-Study Reader."

Turn to page 9 of the book. Notice the names of all the stories. After the name of each story is the number of the page on which the story begins. This list of the names of the stories is called the "Table of Contents." It tells you the names of the stories found in this book and the page on which each story begins. You will save time in looking for a certain story if you learn to use the Table of Contents.

KEEP YOUR LIPS CLOSED

At the back of nearly every book there is a part called the "Index." Look at the next page.

Here is a part of the Index of this reader. Notice that the words are put in "alphabetical" order. That is, the words that begin with "a" come first, the words that begin with "b" come next, and so on.

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The most important words found in each story are put in the index, and after each word are the numbers of the pages in the book where the word is used. If you are looking for a story about bears, turn to the index, and look for the word "bear" in the list of words beginning with "b." Then look at the pages where the word "bear" is used. Turn to these pages, and you will find what the book tells you about bears.

PART I

Where would you look to find the answer to these questions, in the Table of Contents, or in the Index? Write the numbers of the questions on your paper. After each write the correct answer, either "Table of Contents" or "Index."

1. Where would you look to find the name of a story?
2. Where would you look to find out if there is anything about Christmas in this book?
3. Where would you look to find what story you would like to read next?

4. Where would you look to find on what page you read about the red-winged blackbird?

PART II

Find the answer to these questions in the Table of Contents of this book or on the Index page given in the back of the book. Write the numbers of the questions on your paper. After each write the answer.

5. On what page does the story "How a Train Talks" begin?
6. On what page does the story "The Mayflower's Cargo" begin?
7. Is there anything about bats in this book?
8. Is there anything about ants in this book?
9. On what pages would you find something about scooters?
10. On what pages would you find something about turtles?

THE COMMUNITY LIFE OF BEES

Read the first part of this lesson to find out why people live together in communities.

KEEP UP YOUR SPEED

When the world was very young, people often lived alone, seeking food and protecting themselves as best they could. They were not very much interested in others, because they were too busy taking care of themselves. Of course, mothers always protected their babies, but as soon as the babies grew old enough to protect themselves and get their own food, they, too, were off to see the world and its wonders.

As time went on, people learned that it was much easier and more pleasant to live together in groups or communities, because everyone had certain work to do and certain laws to obey. They found, too, that they were

able to protect themselves much better by living in this way. The more carefully the laws were obeyed and the better the work was done by each one in the group, the happier the community became.

In the community in which you live, you will find people who do many different kinds of work. There are the policemen, who guard your safety; the mothers, who care for their families; the builders, who make your homes; the men and women in the health department, who protect your health; and a hundred others, who each day do their work well so that you can live happily.

The thing which counts is not the kind of work a man does, but how well he does his work. The man who digs good ditches for his community is helping just as well as the man who builds great bridges.

It took men thousands of years to learn to live in a community, while some insects, such as the bees, have lived so ever since God put them upon this earth.

Which sentences given below tell why people learned to live together? Put the numbers of the right answers on your paper.

1. People found it was easier and more pleasant to live together.
2. They found that there were no laws to obey when they lived together.
3. They found that they could protect themselves better when they lived together.
4. They found that they did not have to work when they lived together.

DIFFERENT KINDS OF BEES

The next part of this lesson tells about the different kinds of bees in the honey bee community, and the work done by each.

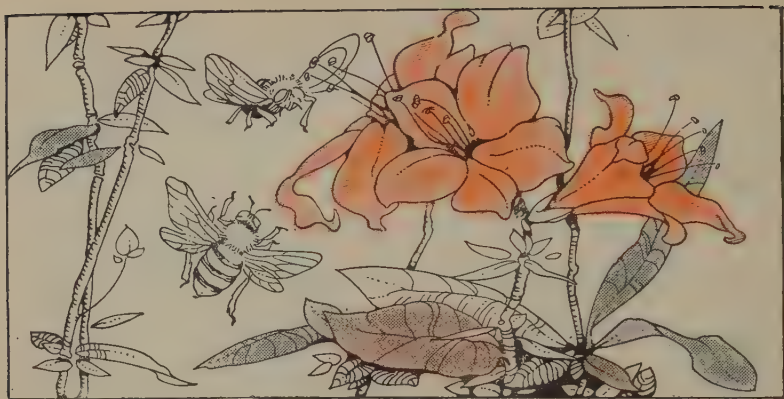
When you have finished reading, be able to name the three kinds of bees in the community and the work done by each kind. Read it over twice. Read rapidly the first time.

Perhaps nowhere is work done so well as it is in the hive of the honeybee. Thousands of little creatures live in one hive, each with

certain work to do and certain laws to obey. It is a strange thing that these little creatures never change their jobs or forget their duties as many of us do. As for breaking rules, they would never dream of doing that! They are good citizens and live in a happy community.

A swarm of honeybees is a great family of thousands of bees all living together in one hive. Each swarm contains three kinds of bees, the queen, the drones, and the workers. The most important bee in any swarm is always the queen bee. She rules the hive because she is the mother of them all. The other bees treat her very kindly and with great respect. She is almost twice as large as any of the others. She became a queen bee because she had a larger room in which to grow and was fed different food from the other bees. The only duty she has is to lay eggs.

Every swarm contains two or three hun-



dred drones. The drones are lazy, helpless fellows who always seem to get in the way of the workers. They love to eat, but they are not able to get their own food. Their tongues are not long enough to reach the food which the bees get from the flowers and fruits. They must be waited on by others and in general, are not of much account. They do not even have a sting. At the end of the honey season the drones are killed by the workers who get tired of their lazy ways.

All the real work of the hive is carried on by the workers. They work themselves almost to death during the busy summer when

the flowers are in bloom. They gather honey and pollen from flowers which is made into "bee-bread," the food of the bees. They clean the hive, make the beeswax, build the honeycomb, and care for the young. They have a sting which they use to protect themselves, though they never use it against the queen.

Put the names of the three kinds of honey bees on your paper; and below each name write the numbers which show the work they do. Read the story over again carefully.

Queen Bee

Drones

Workers

1. Gather honey.
2. Gather pollen.
3. Just eat.
4. Get in the way of others.
5. Clean the hive.
6. Make the beeswax.
7. Build the honeycomb.
8. Care for the young.
9. Too lazy to work.
10. Lays eggs.

HOW BEES WORK AND LIVE

In the next part of this lesson on the Community Life of Bees, you are to visit a bee community to see just how the bees live and work. Read rapidly.

Let us spend a day with a swarm of bees who have left their old hive and are off to make a new home. We can then understand better just how much there is to be done. Brownie Bee and a few other scouts go on ahead to seek a desirable home. They examine old chimneys, places under rocks, and hollow tree trunks. At last they find a hollow tree trunk which just suits them. Back they go to the swarm as fast as they can. Queen Meg, the mother of them all, hears their report and is pleased. Her bodyguard stays about her as she begins her flight to the tree. The rest circle about them, and the whole family is off!

KEEP LIPS CLOSED

After the hollow tree is reached, they find much to do before they have a real home.



This task falls upon the workers, who are already off to the fruits and flowers for juices or nectar. Then they hurry home to the tree to make beeswax so that the honeycomb may be built. To make this, these workers hang quietly from inside the hollow tree, each holding to the bee above. They look like a curtain of bees! Here they hang for at least twenty-four hours while a wax is made from the juices they have eaten. As soon as it is made, the wax is removed by Dusty and her helpers, who chew it to make it soft. Then along comes Tap, the carpenter, who signals the other carpenters, and all of them carry it off and begin to build the comb.

The comb is wonderful! It has two layers of six-sided holes or cells joined so closely together that there is not a bit of room wasted. Some of these cells, or rooms, must be made larger than others so that new queens may be raised in them. Some must be made to hold the eggs which Queen Meg lays. Others must be built to hold bee-bread, which is made from pollen or dust, from the center of the flowers. Others must be made to hold the great stores of honey.

While the building goes on, guards are stationed inside and outside the hive, because bees have so many enemies. There are robber bees who must be kept out. There is the bee moth who likes to get into the hive and lay her eggs in the little cells. There are birds that eat bees, and there are bears who love honey and will eat both honey and honeybees. So you can see that it is quite necessary to have many strong guards always on duty.

As soon as some of the cells are made, Queen Meg begins placing her eggs in the cells. When she puts an egg in a cell, a worker seals the cell at once with wax so that the little egg is safe from harm. The cells which contain the eggs are called the brood cells.

These eggs soon become little, fat, white creatures without wings or feet. They are carefully tended by the good nurses who feed them. After about twelve days they are grown up. Then they change into golden brown clothes and bite their way out of the cell to get a peek at the world. As soon as they do this they must help the others to do the work of the hive.

While Queen Meg is busy with the eggs, and the wax makers and builders are busy with the comb, still others are off to look for honey. They go to the flowers for the liquid called nectar. This is what is used to make honey. The bee puts her long tongue in the blossom and sucks up the nectar, which

changes to honey after it reaches her "honey stomach." The bee has two stomachs. There is first the "honey stomach" and then the true stomach, with a little door connecting the two. If the bee is hungry the little door opens and lets some of the honey go into the true stomach. But the bees are good housewives and always bring home more honey than they need themselves, so that they will be sure to have plenty through the winter. They put this extra honey in the cells which are sealed up with wax by other bees.

Still other workers are off for pollen, which is a yellow or brown dust from the flowers, for bee-bread. They poke the pollen into two little pollen baskets, which each worker has on her two hind legs. When these baskets are filled, they hurry home. One of the indoor workers then comes along and packs the pollen into a cell by pushing her head down on it. The bee-bread is fed to the young bees.

BATTLE OF THE QUEENS

The most exciting time in the bee city is when the baby bees grow up and break their way out of the cells. If it happens that some of the new bees are queen bees, there is a battle royal between the queens, while the others look on. It is a law of the hive that a swarm can have only one queen. The queens fight among themselves and if it happens that the young queen bees are all stung, the old queen is still queen. If, however, the workers have kept the old queen from harming another queen, the old queen knows that her time in the hive is over. She must leave for a new home. She takes her bodyguard and half of the swarm with her. The moving of a queen bee to a new home is called "swarming."

Swarming usually happens in June. Bees always choose a pleasant day for swarming. They may land on a bush or tree until beescouts report that a good place for a home

has been found. In this way a new family sets up housekeeping.

There is still another exciting time in the hive. This is on the day when the command is given that the idle drones are to give up their life of laziness. The workers kill the drones with their stings, remove the dead bodies, and then go about their usual work and think no more about it. They have done only what the law of the community makes them do. No hive contains drones again until the following spring when more eggs are hatched. The queen and the workers who have not died during the busy summer, spend the winter quietly in the center of the hive.

Which sentences below tell the truth? Put the numbers of the sentences that tell the truth on your paper. Take one sentence at a time and find the part of the story which will tell you whether it is true or not.

1. The bees make their new home in a hollow tree trunk.
2. Tap chews the wax to make it soft.

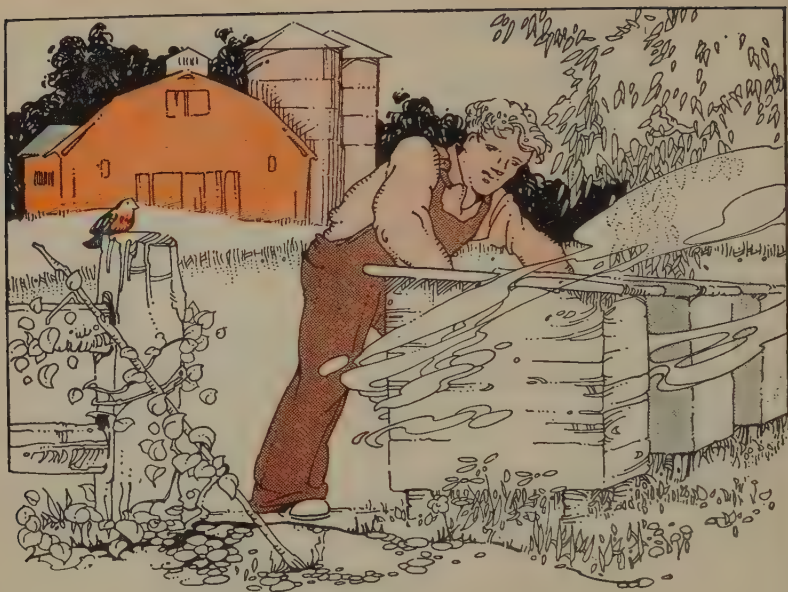
3. The carpenters build the comb from the beeswax.
4. Some of the cells hold eggs.
5. Some of the cells hold honey.
6. The rooms which hold bee-bread are called brood cells.
7. Honey is made from nectar.
8. Honey is fed to the young bees.
9. There are no drones in the hive in the winter.
10. There are two queens in each hive.

HOW THE HONEYBEE HELPS US

This last part of the lesson on the Community Life of Bees tells how the honeybees help us. See if you can find two or three ways in which these bees help us.

KEEP UP YOUR SPEED

All bees lived in the woods until men found out that honey was good to eat. Then men learned to make hives where the bees could live. The hives were divided into parts by little wooden frames. The bees adopted



these new homes without trouble. When the sections become filled with honey in late summer, the bee keepers can take them from the hive without disturbing the bees. Bees will sting when disturbed, so that almost everyone uses a “smoker” which blows smoke into the hive and quiets the bees while the honeycombs are taken out. The bee keeper leaves enough honey in the hive for the bees to use. He then covers up the hive and the

bees stay inside until spring once more brings the flowers. It is only when the flowers blossom that the bees again come out of their hive.

Perhaps you have wondered why honey is not always the same color. The color depends upon the kind of flowers from which the bees get the nectar. From white clover the lightest and best honey is made. Buckwheat makes perhaps the darkest honey which has a pleasing but different flavor from the white clover honey. When honey is strained and used without the comb, the keeper puts the comb back into the hive. This saves time for the bees because they need not make a new comb.

Bees are useful not only because they supply honey, but because they help plants to live. When the bee goes from one flower to another of the same kind, she carries pollen with her. Flowers need the pollen from other plants of the same kind before seeds can be formed and the bees help them to get it. Men who have studied the life of plants

are telling farmers to raise bees so that their crops may be larger.

These little creatures do not know how important their work is in the world. But they have learned the lesson of working together so that all the work of the hive may be done.

Put the numbers of the sentences below on your paper and after each number write the word that is needed to finish the sentence.

Read over the parts of the lesson again that help you to find the word for each sentence.

1. Men keep bees for their
2. The lightest colored honey comes from
.....
3. Bees help farmers to raise larger
.....
4. Bees help flowers by carrying

THE RIGHT THING TO DO

If the things that happened to the children in these stories happened to you, what would you do? Put on your paper the letter of the thing you should do in each case.

READ CAREFULLY

I. John found a purse containing three nickels and two dimes on the playground during recess. No one from his room told the teacher that a purse with money in it had been lost. What should John do?

(a) Say nothing about it, and keep it since no one had told of losing a purse containing money.

(b) Take it to his teacher and get her help in finding the owner by sending a notice through the building.

(c) Keep one of the coins as a reward for

finding the purse and take the rest to his teacher and get her help in finding the owner.

Read over again to be sure which you should do before putting the a, b, or c, on your paper.

KEEP AWAY FROM ME

II. The children in Miss Brown's class were given an arithmetic test which lasted a half hour. It was an important test for it was to help Miss Brown decide if every one was really ready for the new work she wanted to give them. Mary had trouble with some of the problems. She was wondering just how these could be solved, when she noticed that Henry, who sat ahead of her and who was one of the brightest pupils in arithmetic, put his finished paper on the upper left-hand corner of his desk. He then took out a book and started to read. There were all the problems where Mary could easily see them! Even the problems which were bothering Mary were there, finished, and no doubt correct. What should Mary do?

- (a) Ask Henry to cover his work.
- (b) Take time to copy Henry's work.
- (c) Change her position so that she cannot see the work.

Read again to be sure.

III. During the day Jane's fountain pen disappeared from her desk. She had been careless and had left it on her desk during recess instead of putting it inside her desk. Robert happened to go up to the room for his ball during recess and saw Fred take the pen and put it in his pocket. What should Robert do?

- (a) Say nothing about it.
- (b) Tell Mary who took it.
- (c) Go to Fred and tell him that if he does not return it, he will tell the teacher.

ARITHMETIC SIGNS

Take a piece of paper and copy the signs. Put the right name after each sign.

1.	+	cents
2.	—	add
3.	÷	dollars
4.	×	divide
5.	=	multiply
6.	¢	question
7.	\$	equals
8.	.	subtract
9.	?	period

YOUR HOME

What is your job in your home? Do you think you should have one? After reading "Your Home," you will know better how to answer this last question.

READ RAPIDLY

Each one of you belongs to a family. All families must have homes in which to live. If you live in a crowded city, your home is perhaps in an apartment house or a duplex. You may live on a farm, or in a town or village where your parents own or rent a house. Your home may be in only a part of a house or it may be in a large house of many rooms. But whatever or wherever it is, your home is important and necessary.

Who belongs to your home? Your father, mother and brothers and sisters, and some of you perhaps may have a grandmother, a

grandfather, or some other relative living with you in your home. Sometimes people who are not relatives make their home with you. Servants, too, usually live with families they serve. Families of all sizes, both large and small, make up what we call a home.

Some homes are well-managed, some are not. Every member of a well-managed home has certain duties to perform. Not only does everyone have certain work to do, but also a certain time for doing it.

It is not pleasant to go into a home where the work is neglected and where some one is always reminding some one else to do his work. If everyone does his work well, things run along smoothly and the whole family is happy.

What are the duties of the members of the family? The father is usually the one who goes to work, to earn enough money to pay for the home, food, clothes, the doctor and dentist bills, the fuel, lights, and the many other things which are necessary in order

that the family may live comfortably. Not only does the father work outside the home, but he often has many duties in the home. He usually tends to most of the work connected with the heating of the house. It is often his duty to care for the garden if there is one. He perhaps does not give as much time to the children as the mother does because he is too busy, but he helps her plan for them.

The mother has many duties, too. Most of hers are in the home, however. Upon her falls the duty of spending the necessary money wisely. She selects the foods that will make the family strong and healthy. She also sees that everyone in the family has suitable clothing, and that these clothes are kept clean and mended. It is she who sees that your home is kept neat, clean, and attractive, and that the rooms are well aired. It is your mother who sees that meals are served at regular times, that cleaning and

other work is done regularly and well. She takes care of the babies, and as they become older, teaches them more and more how to take care of themselves. It is she who teaches them good habits. Upon her falls the greater part of the work in making the home pleasant and well-managed.

Boys and girls, too, have their duties in a home. What, then, is your duty in the home and that of your brothers and sisters? Your parents will ask you to do certain small jobs. You can help them by remembering to do them and by not waiting to be told each time. You can help them by taking care of your clothes, hanging them up, or laying them out in the proper place. You should put your playthings away when you are through playing with them. If it is your job each day to dry the dinner dishes or to practice your violin or piano lesson, you can help a great deal by doing these things willingly and promptly. Your mother and father are made

very happy when you do your work well and are kind and thoughtful not only at home but away from home.

Which of the three homes described below is the best? Write the number on your paper.

1. In Margaret's home everything is always in perfect order. Margaret and her two older sisters are always very neatly dressed. They have much time to play because their mother does all of the work.
2. Jack says his house is managed by a clock. He gets up at 7:00 o'clock, eats breakfast, looks after the fire while his sister helps mother with the dishes, and then goes to school. He plays after lunch, and again after school. Before dinner at night he takes care of the fire again, then reads until 8:00 or 9:00 o'clock, and goes to bed.
3. Ruth and Nancy are twins. They live in a very large home. They have a maid

who does most of the work for their mother. Ruth and Nancy have to help with the dusting, but if they forget it, the maid does it for them. They have a playroom with many playthings, which are not always in order, but no one else uses the room.



FOOD IN EARLY COLONIAL DAYS

Read the first part of this story to find out how the life of the colonists was different from their life in Europe.

The first white people to come to America were from Europe. They settled along the Atlantic coast and found themselves in a land where there were no houses, no churches, no schools, and no people except Indians. In this new country they found great forests, rivers and lakes, wild animals and birds, and

many plants which they had never seen before.

The first years spent in America by these colonists were years of great hardship and suffering.

Just what had they left behind them? They had come from England, Holland, Scotland, Germany, and other countries of Europe where white men had lived for many centuries.

They had come from lands of good farms, of cities, towns, and villages having churches, schools, shops, factories, mills, roads, and other things such as are found in settled lands. Few of these people had been farmers, but all of them had carried on their trades and business day by day. It had not been necessary for them to raise their own food, keep cows, bake bread, or even spin and weave their cloth. The smallest villages contained a bake shop, a shoe shop, and other shops which supplied them with their daily needs. There had been carpenters to build

the little cottages of the common people, and stone-masons to erect the towering castles of the nobles.

But how different was this new country to which they had come! Although they had brought wheat and many kinds of seeds with them, so that they might raise the things which they were used to having, these seeds did not grow in the new soil. They had brought beef, pork, cheese, fish, and butter with them also, but these had spoiled on the way. So little did they know about how to work in this new land, that many died the first years from cold and hunger.

WHAT THE INDIANS TAUGHT THE WHITE PEOPLE

Read this next part to find out what the Indians taught the white people to do.

Those who lived through these first hard years, owed their lives to the Indians, who were then very friendly, and who helped them. It was they who showed the settlers how to live in this new land. It was from

them that they learned of maize or Indian corn, of the potato, and of the art of making sugar from the sap of the hard maple tree. It was they who taught these new-comers the habits and calls of the birds and animals of the forest, and the best ways of hunting, so that they would have meat. It was the Indian Squanto who showed them ways to fish. The Indians taught them to put fish in the soil where they planted seeds, so that the crop would be larger. These were hard lessons to learn, because the colonists had lived so differently before. But these brave people learned in time how to make a living here.

THE FOOD OF THE COLONISTS

Read the rest of the story to find (1) what different kinds of food the colonists had, and (2) how they prepared the food for eating, or stored it for the winter.

KEEP YOUR LIPS CLOSED

In order to have enough food it was necessary that each family become farmers. After

a clearing was made and a cabin built, the crops were planted among the stumps around the new home. The colonists worked hard, because they knew they would starve during the winter if their crops were not good.

Corn was the crop most commonly raised and the colonists became very fond of it. They learned the Indian way of placing some corn in a "mortar," which was a bowl made of a hollow rock, a hollow tree trunk, or a hollowed-out block of wood. Then they would grind the corn by pounding it until it became a coarse meal. Next, it was sifted in a rather closely woven basket, and the fine meal that came through the basket was ready to be used. To prepare enough meal for a hungry family was hard, tiresome work. And how often the housewives longed for the much finer meals, which the mills of old England and Holland had ground for them.

They used the Indian ways of serving the corn. The most common way was to boil the

meal and water together until it was a thick mush. This was called "hasty pudding." It is said that a well-filled bowl of this was served as often as three hundred sixty-five days of the year! Many of the Indian foods are still served and are called by the names the Indians gave them. Among these are hominy and succotash.

Many of the vegetables we use today were used by the colonists. They found here pumpkins, beans, parsnips, squashes, peas, turnips, carrots, and potatoes, both white and sweet. Bread was made of the flour from dried pumpkins. White potatoes were best known in the northern colonies, but somehow, the colonists did not like these "balls" as they called them. When they were used, they were cooked with so many other things that it was hard to find or taste the potatoes. Sweet potatoes were liked much better, but they did not grow in the northern colonies.

Beans were very plentiful. These were

baked Indian fashion in earthen pots, just as we do today. A favorite food was made by boiling beans, corn, and pumpkin together. How the whole family cheered when a big kettleful of this appeared upon their crudely made table! Each one could hardly wait until it was his turn to fill his scooped-out wooden plate.

WHAT ARE YOU TRYING TO FIND?

GAME

The forests contained much game, but because the colonists were not skilled in the use of their muskets and the ways of the animals, they often found it difficult to get their meat. They learned from the Indians to make a reed whistle, which when blown, sounded like the cry of a young turkey. This helped to bring down these birds. They learned to set traps for deer, bears, and rabbits. Game was scarce during the winter because many animals passed the winter in their dens. The

colonists realized that they must smoke and dry meat in the fall to eat during the winter. Where deer were plentiful, some families lived for nine months of the year on venison, or deer meat, alone. Flocks of pigeons were plentiful all along the coast.

The sea and the streams gave them many fish. They found cod, clams, eels, mackerel, herring, bass, lobsters, and oysters. Fish was the food which was most plentiful.

KEEP AWAY FROM ME!

OTHER FOODS

The colonists had some sweet foods, too. Almost everyone gathered wild honey which took the place of sugar. This was often hard to find, but when a bee hive was found in a hollow tree trunk, what rejoicing there was in the little house where it was taken! The Indians called the bees "English Flies."

The maple tree was called the "sugar tree," because the sap, when boiled, became maple

sugar. This tree was found only in certain places. White sugar was very seldom used in the colonial homes. Only the wealthiest families could afford it, because it had to be brought from other countries.

Apples, pears, and quinces grew plentifully in almost all of the colonies. Blackberries, huckleberries, strawberries, and grapes grew wild. All hands were busy during the season when these were ripe, so that there would be a big supply for the winter months. The good housewives did not have glass jars with air-tight covers as your mother has. They cooked the fruit until it became a thick, rich mixture which was sweetened with honey. It was so rich that it could not spoil. It was put in a huge earthen crock, or jar, with only paper covers. Much apple butter was made. This was a favorite spread for bread. Many apples were also dried for winter use.

While in Europe these people had not been used to drinking water. This was because the water was not always pure and clean.

The English drank ale and the Dutch and Germans drank beer and wines. After they came to America they could not get the materials to make these drinks, and they were forced to drink water. They learned to like it and found that it was better for their health than the other drinks.

Some of the colonists brought live stock with them, so that in a few years there were many cows, pigs, oxen, and horses. Many geese were raised, but more for their soft feathers than for food. Butter was scarce because there were few churns in which to change the cream to butter. Cheese was more plentiful, and even today, New York state, which contained one of the first colonies, is famous for its fine cheese.

Sugar, molasses, tea, coffee, and spices were shipped in from other countries. But it was only in the homes of the more well-to-do people where these things were used. It was hard to find anything to use in their place. Sometimes the housewives would use

dried pumpkin as a sweetening instead of molasses. Raspberry leaves, goldenrod, blackberry leaves, and other things were sometimes used instead of tea. Dried rye and chestnuts were used instead of coffee.

Life was not easy in those days. It was a time when rich and poor alike had to be very careful and saving. Our common foods which we eat almost every day would have seemed like luxuries to them!

Several answers are given below each question. Put the letters of the *right* answers on your paper opposite the number of the question.

Read the questions over carefully before studying the lesson the second time. Take one question at a time to find the answer.

QUESTIONS

1. What did the Indians teach the colonists?
 - A. To build houses.
 - B. To fish.
 - C. To make sugar from sap.
 - D. To use guns.

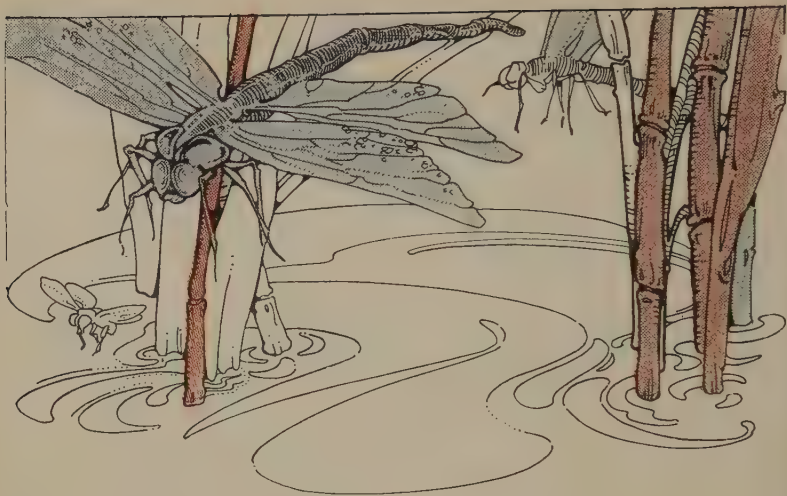
2. What was the most common crop raised by the colonists?
 - A. Potatoes.
 - B. Corn.
 - C. Beans.

3. When were most of the animals killed for meat?
 - A. In fall.
 - B. In winter.
 - C. In spring.

4. What did the colonists use instead of white sugar?
 - A. Honey.
 - B. Maple sugar.
 - C. Molasses.

5. What did the colonists drink most?
 - A. Water.
 - B. Wine.
 - C. Beer.

6. Which of the foods below did the wealthy colonists sometimes have that the others did not have?
- A. White sugar.
 - B. Cheese.
 - C. Coffee.
 - D. Tea.
 - E. Apple butter.



DRAGON FLIES

This story is about an insect that many people think is harmful. Read it to find out if these people are right.

Have you ever seen dragon flies on a hot summer day, skimming over a pond, or darting here and there in a zig-zag line? They never seem to stop or get tired of flitting about. Perhaps you do not call them dragon flies for they have the most curious names given them. Some people call them “devil’s darning needles” and say that they will sew

up the ears of bad boys. In some places they are called "snake doctors" who will bring dead snakes back to life. In some parts of England they are called "horse stingers." In still other places they are called "mule killers" and "snake feeders."

These are all silly names for they do not tell the truth! Dragon flies do not even sting. Instead of being harmful to man, they are good friends to him. These foolish names would make us believe that they are our enemies. They are our friends because they help to rid the world of a great many of our worst pests, like mosquitoes, gnats, and flies. I suppose when a dragon fly swoops down upon a little mosquito and grabs it, he does seem like a terrible dragon to the mosquito. Perhaps he seems almost as terrible as the dragons told about in our favorite fairy tales.

Like other living things, dragon flies have their favorite spots. They seem to like being around swampy regions, streams, and ponds. They are found in many parts of the world.

There are more than two thousand kinds of dragon flies. About three hundred kinds are found in the United States. In many places dragon flies are disappearing because so many places where they breed are being drained. They do not like cold weather, although some have been found in cold countries of the north.

The dragon fly is a graceful, handsome insect. Its body is long and smooth. It has six legs and four strong, glittering wings. As it darts through the air, its wings show spots of blue, green, red, violet, and purple. These wings are long and narrow with many veins. The fore and hind legs are almost alike. What a big head it has! The two great eyes cover almost two-thirds of its head. The mouth is large and an upper lip hangs over it like a curtain. It has strong jaws and teeth, so that it can tear and crush its captives which it catches with its slender legs.

What are the dragon flies doing as they flit about over the ponds and streams? They

are getting their food or laying eggs. Dragon flies will eat almost anything smaller than themselves, although they look for mosquitoes and flies especially. It has been found that a dragon fly will eat as many as forty flies in two hours.

When dragon flies are young, they live in the water because they have no wings until they grow up. This gives them a chance to eat the young, wingless mosquitoes called wrigglers, that also live in the water.

Dragon flies are of great value because of the large number of mosquitoes which they eat. You perhaps know how harmful and bothersome mosquitoes are. They help to spread such diseases as malaria and yellow fever from which people often die. What a number of smudges, nettings, and other things have been used to help fight these pests!

In the Hawaiian Islands life would be almost unbearable if it were not for the dragon flies. The rice and taro swamps, and

sugar and banana plantations breed many mosquitoes. It is lucky that they breed many dragon flies as well. All day long these glittering creatures flit here and there in the streets and in the gardens. During the day the mosquitoes are not safe, but at night what a change! The dragon flies do not fly at night, and it is then that the mosquitoes make merry.

We are only sorry that dragon flies need to sleep at all, for by doing so they do miss a great many mosquitoes. No one who really knows about the work these little creatures do would think of fearing or harming them.

Below are a number of sentences with one word missing. Find the right word for each sentence. Put the number of each sentence on your paper. After each one write the word that belongs to the sentence.

1. The dragon fly has legs.
2. The dragon fly has wings.
3. The dragon fly catches its captives with its

4. The dragon fly kills a great many
.....
5. When the dragon fly is young, it lives
in
6. Dragon flies do not fly at
7. Dragon flies do not people.



HOW A TRAIN TALKS

Read this lesson rapidly so that you can understand the language of a train.

Every time you hear a train whistle you can be sure that the engineer is talking to the conductor, brakeman, station-agent, or towerman. Two long blasts of the whistle and then two short ones mean that there is a crossing ahead. Three sharp hisses, like air coming out of an automobile tire, mean that the conductor is asking the engineer to stop at the next station. Three loud hoots in answer mean that the engineer will stop.

A single long hoot or blast means that the train is coming to a big station. When the train slows up before reaching the station four sharp blasts may be heard. That is the way the engineer asks for orders. When the train ding-dongs slowly up to the station it means "Look Out! I am coming!" If a passenger forgets to get off the train at the station, the conductor signals the engineer with two sharp hisses which mean "Stop!" One hoot from the whistle means that the engineer will stop.

On the next page under A are the different signals of the engineer and conductor. The meaning of each signal is given under B.

Read over the lesson until you can match each signal in A with its meaning in B.

The first signal under A is:

1. "Two sharp hisses." Look at the meanings under B and find the one that matches this signal. It is F. "Stop."

Write your answers on your papers in this way:

1 — F

A

1. Two sharp hisses.
2. Two long and two short blasts of the whistle.
3. Three sharp hisses.
4. Three loud hoots.
5. A single long hoot.
6. Four sharp blasts.

B

- A. Engineer will stop at next station.
- B. Stop at the next station.
- C. Grade crossing ahead.
- D. Asks towerman for orders.
- E. Coming to big station.
- F. Stop.

MATCHING PROBLEMS

The problems in this lesson are story problems. After each story there are three short problems, one of which matches the story. Put the number of the problem which matches the story on your paper.

Remember our rules for reading problems:

Read first to find what the problem tells you.

Read second for what you are asked to find.

Read a third time to find the facts you need to use to get the answer.

Decide what you should do: add, subtract, multiply, or divide.

I. It was time to study geography in the fourth grade of the Lincoln School. Yesterday they had had a good lesson and the teacher had said that today they might read from the geography readers which had just come. The teacher asked Tom to pass the books. Tom found when he passed them that there were just eighteen books. There were thirty-two pupils in the class. When Tom

had passed out all the books the teacher said, "All those who do not have a book, sit with some one else."

How many pupils had to sit with some one who had a book?

Which one of the following problems matches the story?

1. There were thirty-two pupils in the class and 18 books. How many pupils had to sit with some one who had a book?

2. There were thirty-two pupils in the geography class and 18 books. How many pupils in the class?

3. Tom passed out the 18 geography books. There were 14 pupils who had to sit with some one who had a book in order to study. How many pupils were in the class?

II. Grace and Mary were to have a party on Saturday. They had decided to have twenty-four children at the party. Their mother told them they might have sandwiches and cake. Before the other boys and girls came, Grace and Mary went to the

kitchen and counted the number of sandwiches and the number of pieces of cake. They wanted to be sure there were forty-eight sandwiches, twenty-four pieces of white cake, and twenty-four pieces of brown cake. Grace said to Mary, "How many does that make altogether?" Mary got a pencil and they found out. How many were there?

Which of the following problems fits the story?

1. Mary and Grace gave a party to 24 of their friends. There were 48 sandwiches and 24 pieces of cake. How many sandwiches and pieces of cake did they have altogether?

2. Mary and Grace had a party. They had 48 sandwiches, 24 pieces of one kind of cake, and 24 pieces of another kind. How many sandwiches and pieces of cake did they have altogether?

3. Mary and Grace gave a party to 24 boys and girls. They had 24 pieces of white cake and 24 pieces of brown cake. How many sandwiches and pieces of cake did they have altogether?

III. Jim has a paper route. Every night after school he goes to the newspaper office and gets forty papers. He then goes to each house on his route and throws a folded paper on the porch. Jim likes to sell papers because he says he can buy some of the things he wants with the money he makes. Just now he is saving money to go to the Boy Scout camp next summer. Jim pays 40c for his papers every night and sells them for two cents apiece. How much does he make every day?

Which of the following problems matches the story?

1. Each day Jim buys newspapers for 40 cents and sells 40 of them. How much does he make a day?

2. Jim buys 40 newspapers at a cent apiece and sells them to the Boy Scout camp for 40c. How much does he make?

3. Jim buys 40 papers each afternoon for 40c and sells them for 2c each. How much does he make a day?

BURNS

It often happens that we are burned by accident. Burns are very painful. We should know exactly what to do to help ourselves or some one else in case of a burn. Read what is told you below so that you will know and remember what to do when some one is burned.

Air should be kept away from a burn, because it makes the burn more painful. Never touch a burn with the hands or anything unclean, as germs may get into the burned part. Never try to pull off clothing that sticks to a burn, but cut the cloth around the part that sticks and leave it on the burn.

When the skin is not broken, it is best to cover the burn with a paste made of common baking soda and water. Then the burn will not pain so much. If a bandage is used, a soft, clean cloth should be soaked in soda and water. The cloth should be placed gently on the burn. A woolen cloth or cotton batting placed over the first cloth will keep out the air.

REMEMBER FOR WHAT YOU ARE READING

If the burn is the kind where the skin is broken, it should be treated with oil. The best oils for burns are olive oil, castor oil, vaseline, or fresh clean lard. The oil should be put over the burned parts. Clean cloths soaked in oil should be put over the burns and these should be covered with woollen cloths or cotton batting. Never put cotton batting next to the burn.

When burns are spread over the body, it is best to put the person into a tub of warm water and call the doctor. The water should not be hot, but just warm. Baking soda should be put in the water. A whole box of soda is not too much to use. If this is done, the person will suffer less because the water shuts out the air.

On the next page are some ways of treating two kinds of burns. Some of the ways are wrong. Put I on your paper and after it write the letters of the ways that are right. Next put II on your

paper and write after it the letters of the ways that are wrong.

- I. For a burn where the skin is not broken
 - A. Make a paste of baking soda and water.
 - B. Cover the burn with this paste.
 - C. Put on a bandage of clean cloth which has been soaked in soda and water.
 - D. Tie the bandage on very firmly.
 - E. Place a woolen cloth or cotton batting over the first cloth to keep the air out.
- II. For a burn where the skin is broken
 - A. Cover the burn with olive oil, castor oil, vaseline, or fresh lard.
 - B. Put cotton batting on the burned part.
 - C. Put on clean cloths soaked in oil.
 - D. Cover these cloths with woolen cloths or cotton batting to keep the air out.

ARITHMETIC ABBREVIATIONS

Take out a sheet of paper and copy these abbreviations. Put the right name after each.

1.	A.M.	bushel
2.	bu.	minute
3.	div.	ounce
4.	doz.	quart
5.	ft.	division
6.	gal.	inch
7.	hr.	pound
8.	in.	dozen
9.	lb.	pint
10.	min.	gallon
11.	oz.	week
12.	pt.	yard
13.	P.M.	square
14.	qt.	foot
15.	sec.	afternoon
16.	sq.	hour
17.	wk.	morning
18.	yd.	second

ARITHMETIC PROBLEMS WITHOUT NUMBERS

The following problems ask you to do two things. First, write on your paper the number of the sentence after each problem which is true; second, write on your paper the letter that tells which process you would use to work the problem.

Remember these questions in reading problems:

What does the problem tell you?

What are you asked to find?

What facts do you need to use?

Should you add, subtract, multiply, or divide?

I. Mary bought some two-cent stamps. If you knew how many she bought, how would you find how much she spent?

What does the problem tell you?

1. Mary sold some stamps.

2. Mary bought some stamps.

To find out how much Mary spent you would	{	A add
		S subtract
		M multiply
		D divide

II. John had to buy four things for his mother at the store. How did he find the cost of all of them?

What does the problem tell you that John did?

1. John sold four things.
2. John bought four things.
3. John lost four things.

To find the cost John had to

{	A	add
	S	subtract
	M	multiply
	D	divide

III. If you knew how much money John's father gave him and how much he spent, how could you tell how much money he had left?

What does the problem tell you?

1. John spent some money.
2. John gave some money away.
3. John gave his father some money.

To answer the problem you should

{	A	add
	S	subtract
	M	multiply
	D	divide

IV. Fred had twelve marbles in his pocket when he came into the school room. He dropped some on the floor. He counted those he had left. How did he find out how many he dropped?

What does the problem tell you?

1. Fred dropped all his marbles.
2. Some of Fred's marbles dropped.
3. Fred counted the marbles he dropped.

To find out how many he
dropped, you would

{	A	add
	S	subtract
	M	multiply
	D	divide

V. John walked a certain number of blocks to school each day. How could you find how many blocks he walked in a week in going to school?

What does the problem tell you?

1. John walked to school.
2. John rode to school.
3. John walked to the store.

To find the answer you would

{	A	add
	S	subtract
	M	multiply
	D	divide

EXTRA PROBLEMS

VI. The fourth grade boys made ten scores against the fifth grade in a game. If you knew how much one score counted, how would you find the fourth grade's total score?

The problem tells you that

1. The fourth grade made one score.
2. The fourth grade scored ten times.

To find the total fourth
grade score you would

{	A	add
	S	subtract
	M	multiply
	D	divide

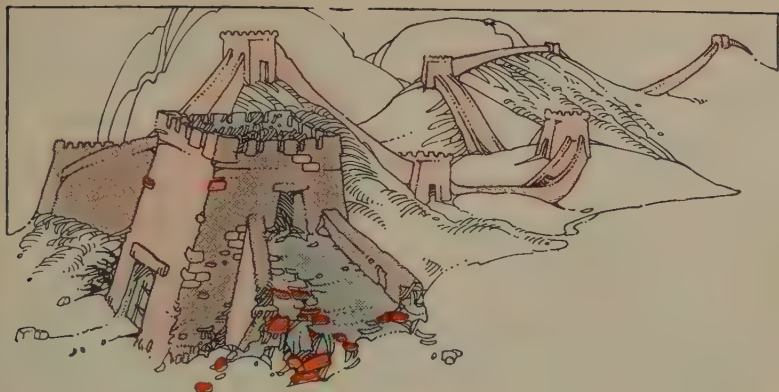
VII. George bought some meat for his mother. A guest came to dinner and his mother sent him to buy half as much more. How would George find how much it was to cost?

What does the problem tell you?

1. That George had to go for more meat.
2. George got more meat the second time than the first.

To find out what the second
meat cost, George would

{	A	add
	S	subtract
	M	multiply
	D	divide



FARMING IN CHINA

One-fourth of all the people in the world live in China. Because there are so many people in China, much work is necessary in order to raise enough food for them. They are able to furnish enough food only because they work so hard. The Chinese people have learned how to be very saving and use everything which they have in the best way.

Read this story to find out what you would see on Chinese farms that you would not see on farms in the United States.

Hardly a square inch of soil is wasted in China. Then, too, Chinese people have learned to plant in some places where we would not think of growing things. If you were to look in the middle of the rivers you

would perhaps see many floating truck gardens which have been planted on rafts covered with soil. These rafts are anchored so that they do not float away. To us it would be rather a strange sight to see melons and other plants growing on top of buildings, yet this is another common sight in China. They make use of every bit of space about them.

The soil of China is yellow. It has been used for thousands of years, but has been given such good care and has been so wisely used, that it is still good. The rich soil, a favorable climate, and the willingness of the people to work hard has made China important as a farming country.

There are two kinds of farming in China. One is "wet farming" which is carried on in the rice-growing sections and the other is "dry farming" which is found in the northern plains where grain is raised.

Their ways of plowing, sowing, and reaping are the same as were used hundreds of



years ago. Wooden plows with an iron blade are still used. They may be bought for five dollars and are easy to carry about because they are small and light. These plows are drawn by many kinds of animals such as the water buffalo, small oxen, mules, and sometimes in the poorer districts by a single donkey. Harrows that look like big rakes are

drawn by mules or donkeys. Stone rollers pulled by men are used to flatten the earth between the rows. They also have spades, rakes, and wooden hoes which are light, cheap, and easily mended. These tools are quite different from the great harvesters and other farm machines used in our country.

KEEP YOUR LIPS CLOSED

In spite of the poor tools of the Chinese, their crops are well cared for. This is because so much of the work is done by hand. The fields are prepared by hand and weeded by hand. The seeds are sown by hand and the crops are hoed and reaped by hand.

There is very little hired help on the farms, so that there is much work for the family. Everyone in a farmer's family, except the very young, the very old, or the sick, works on the farm. The men plow and sow the seed, the wives do the weeding, and the old people guard the crops. The workers go

out to the fields early in the morning and work there all day. Often the noon meal is just a pot of millet cooked on a mud stove in the field. Millet is a grain much like wheat, and from it the Chinese make a porridge.

THE RICE FIELDS OF CHINA

The rice fields are in southern China. Sometimes as many as four crops of rice are harvested in one year. Rice is the chief food of the Chinese and is a favorite with all of them. The rice fields, called "paddy fields," cover one-eighth of all of the farm land in China. Some of these fields are no larger than a small room or the top of a dining room table. One corner of every field is used for raising enough seedlings for the whole field. The soil is churned up by a plow until it becomes a mixture of wet mud like oatmeal porridge. The seeds are thickly sown and take only a few days to sprout. The rest of the field is made ready for these seedlings. Water-tight walls are made around the fields because it is necessary to keep

water on the field. Several inches of water cover each field. This kind of farming is called "wet" farming.

There are many canals in China. These are important to the farmer, because he gets water from them for his fields.

The seedlings must be at least twelve inches high before they can be transplanted. The transplanting is the hardest part of rice growing because every seedling of rice must be transplanted by hand. After that when the rice begins to ripen, birds must be frightened away until it is time for harvesting.

OTHER PRODUCTS

In northern China, where there is less rain, the "dry farmers" raise millet which is almost as good a grain as wheat. This plant sometimes grows to be twelve feet high. It is food for the people and also for horses, mules, cattle, dogs, cats, and other domestic animals. Mattings and wrapping are made from the leaves of one kind of millet. Fences are made of the bare stems.

Another crop is the soy bean, which is one of the most valuable things that China sends to the United States. White and sweet potatoes, melons, rhubarb, castor-oil plants, walnuts, and pumpkins are also grown. Tea and silk are the two crops from which China makes the most money. Much space is set aside for the raising of mulberry trees. The leaves of the mulberry trees are fed to the silk worms. Cotton is another important crop. Most of the winter and summer clothing is made of cotton.

Fuel is hard to get in China, so the farmers burn the coarser stems of the crops which they cannot feed to the animals.

FOOD IN CHINA

The Chinese farmers own few animals. Some have cattle but they are too valuable to be used for meat. Only once a year is meat tasted by most of the Chinese. This is during the New Year festival time, when pigs are killed for the feast. For many days before the feast, the squealing of porkers

can be heard as they are carried to market. Goats are often kept for their skins. Sheep and ducks are also raised. The smaller domestic animals are usually kept in the family living room.

Most of the Chinese farmhouses are not comfortable. They generally have only three rooms around a mud courtyard. The only heat comes from the poorly made stove which is also used for cooking. The rooms are quite bare, with no carpets and no furniture except crude wooden benches and tables.

Telephones and automobiles are unknown in some parts of China, but most of the people live so close together that they can share their pleasures with each other without telephones or automobiles. They are a hard working and contented people who do their work willingly and well. It is because they work so hard and so well that they are able to feed all of the millions of people who live in China.

Below are some sentences. There are three parts which may be used to end each sentence. Which one of the three endings after each sentence is the best? Write the Roman numerals on your paper. After each write the number of the ending which fits the sentence best.

I. The Chinese farmer is

1. a hard worker.
2. poor and lazy.
3. wasteful and careless.

II. The farms of China are

1. large.
2. covered with water.
3. very carefully planted.

III. Growing rice takes

1. only big fields.
2. much hard work and time.
3. no work by hand.

IV. The Chinese tools are

1. large and very heavy.
2. hard to mend.
3. poor.

V. To supply enough food for China takes

1. much rice.
2. the use of every bit of land.
3. many big machines.

VI. The hardest part of rice growing is

1. raising the seedlings.
2. transplanting the seedlings.
3. harvesting the rice.

YOUR SCHOOL

Many of you have probably said, "My school is a good school." Did you mean that the building was new or very large? Your school building may be the finest in the country, and yet that alone will not make it a *good* school. Read this and find out some of the things which are necessary to make a school a good school.

HOLD THE BOOK RIGHT

There was a time very long ago, when there were no schools. Few boys and girls learned to read, write, and spell. Fathers and mothers were the only teachers for their children, and they could teach them only the little they knew. Later, the minister or priest did all the teaching in a community. He perhaps was the only educated person who lived there. Then, too, in those early times, it was part of the minister's work to teach.

Later on there were schoolmasters in

charge of schools. The parents who wished to have their children taught would pay the schoolmaster a certain amount for each child who attended. The school lasted a few months or sometimes only a few weeks each year. In those days the three r's were the subjects usually taught, "reading, 'riting, and 'rithmetic." Sometimes there were not enough people in a village to have a school building or pay for a schoolmaster. Then a woman who knew enough to teach little children to read, write, and spell, would open a school in her home.

The first regular school buildings were of the poorest kind. They were almost always log houses with bare earth or rough boards for a floor. Rain often came through the roof, and in the winter the cold wind blew in through the cracks. Window panes often were oiled paper instead of glass. The seats were rude benches without backs and sometimes they were so high that the feet of the little children could not reach the floor. Sev-

eral children had to sit on one bench. There were no blackboards, no maps, no slates, no pencils, no ink, nor paper. There were only a very few books in these early schools.

The schoolroom was heated by a fireplace. The pupils who sat near the fireplace were warm, but those who sat farther away were often cold. You can imagine how uncomfortable such a room would be during the cold winter. Of course the poorest communities had the poorest school buildings and their children suffered most.

How different such schools were from the school to which you go! You do not sit with the cold winter wind blowing in on you through cracks. When it rains you need not worry that the rain will leak through the roof and wet your clothes. Instead of being crowded on an uncomfortable bench with other boys and girls you have your own well-built seat. You have your own books, paper, and pencils; there are blackboards, maps, and globes which you can use. Even such

things to play with as bats, balls, swings, and slides are furnished in some schools.

But there are other things necessary if the school is to be a good school. What would you think of a school where everyone came late, where no one seemed to work, where pupils scratched the walls and desks, and where everything seemed noisy and out of order all day long? No matter how beautiful and well furnished the school building was, you would say, "I would not like to go to that school. I would be ashamed of it!"

What does such a school need? It needs rules and somebody to see that they are obeyed. There should be rules about the pupils' attendance, their care of the building, and their conduct for the school day, whether in the building or on the playground. But there must also be some one in charge of the school to see that these rules are obeyed. The principal and teachers usually see to it that everything is orderly; that pupils work well and that their health is well

taken care of; that they have supplies such as chalk, maps, books, and paper.

Of course schools of today cost money. The buildings are expensive, and so are desks and other equipment. Principals and teachers must be paid good salaries. Where does all the money come from? Almost all of it comes from the taxes which your fathers and mothers pay. They are willing to do this because they want you to have a good education.

The success of any school, however, depends upon each pupil who belongs to that school. Just what can you do to be a good member of your school? Loyal members are respectful and obedient to the rules. They are punctual in attendance. They would be ashamed to neglect their studies and bring down the standing of their school in scholarship. Their school loyalty makes them think of what is best for the whole school. It is not necessary for you to wait until you are grown up to find out what kind of citizen

you are. You can be called a good citizen only if you do all these things.

Below is a list of statements which describe a school. Select the three which you think are the most important in making a school a good one. Write their numbers on your paper.

1. There is a large playground with everything imaginable to play with.
2. At games and contests, the pupils do not always win, but they play fairly.
3. The school building is new and the finest one in the state.
4. A very large number of pupils had perfect attendance records for the entire year.
5. When a pupil has been out of school for some time on account of sickness, the other pupils are always willing to help him with his work when he comes back.
6. The school is located in the part of the town where the most expensive houses are found.

READING A TABLE

Look at the names and figures below under the title "Table." Can you find out what the names and figures in this table tell without getting help from anyone? Read the lesson carefully. You should then be able to explain what this table tells.

TABLE

Names	Arithmetic Tests	
	First Test	Second Test
	Number of Examples Right	Number of Examples Right
Alice B.	11	25
Constance K.	14	25
Ellen E.	8	18
Erwin H.	8	21
Fred J.	10	25
James S.	7	23
John A.	9	25
Junior C.	8	25
Kay N.	12	24
Mabel M.	9	20
Marvin O.	6	16
Ruth B.	8	19
Sally L.	13	25
Sam L.	7	14

In September, Miss Scott gave her fourth grade pupils a test in addition, subtraction, multiplication, and division. There were 25 examples in the test. Fourteen pupils of the class got few examples of the test right. Miss Scott gave these pupils much help so that they would do better on the same kind of test which was to be given two weeks later.

The table shows the names of the pupils who needed the help in arithmetic. Notice what is printed at the top of the first column after their names. The figures in that column tell how many examples each pupil had right on the first test. There were 25 examples in this test. Some of the pupils had only 7 right. See who these pupils are. Then notice what is printed at the top of the second column. These figures tell how many examples each pupil had right on the second test.

Miss Scott made this table to show the boys and girls how much their work had improved.

Read the questions below. If you think you can answer them without making a single mistake, write the answers on your paper. If you are not sure, read the lesson "Reading a Table" again before you try to write the answers.

Look at the table as often as you wish.

1. Who had the most right on the first test?
2. How many had just 8 right on the first test?
3. Who had the fewest right on the first test?
4. How many had them all right on the second test?
5. How many more did John have right the second time than the first time?
6. How many had 20 or more right on the second test?
7. How many more did Marvin have right the second time than the first?
8. How many did better the second time than the first?



HOW BEARS CAN LIVE ALL WINTER WITHOUT EATING

You perhaps have heard some one say on the first spring day, "This lovely day will wake the bears from their long winter naps." Did you ever wonder how bears can live all winter without eating?

Because bears sleep most of the time in winter, they do not need as much food then as when they are moving about. Then, too, bears store up fat which is used as food when they are asleep. In the summer months they eat a great deal more than they need at the time. This extra food is stored up in their bodies in thick layers of fat. In the winter this fat keeps the sleeping bears

warm. The fat is also used by their bodies as their winter supply of food. In the spring all of the fat is gone and the bears come out of their winter home looking very thin.

Many other animals sleep in the winter while they live on stored-up fat. Because there is little food for them in winter, nature taught them how to stock up their "inside pantry shelves" for hard times. When you are sick and cannot eat as much as usual, you, too, live partly on the fat stored in your body. That is one reason you become very thin when you are sick. And that is why, when you begin to get well, you are as "hungry as a bear."

Which sentence below tells the most truth? Put the number of the sentence on your paper.

1. Bears sleep in the winter without eating because they are tired.
2. Bears sleep in the winter without eating because they are lazy.
3. Bears sleep in the winter without eating because they can live on stored-up food.

STILTS AND SCOOTERS

Most boys and girls want to walk on stilts and coast on scooters. Both stilts and scooters can be easily made. Read the directions below for making them.

DON'T POINT

STILTS

Stilts are made from two sticks the size of clothes-poles. They should be two inches wide, one inch thick, and six feet high. The pieces usually cut from rafters in the building of a house can be used as ready-made cleats or "steps" to nail on the poles. Cleats can also be sawed from a piece of two-by-four lumber. They should be firmly nailed to the sticks. The higher up on the sticks they are nailed, the taller the walker on stilts will be.

SCOOTERS

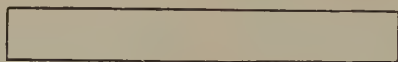
To make a scooter, the main things to have are an old roller skate and two pieces

of a two-by-four, each about two feet long. One of these pieces is for the base and the other for the upright, or the part to which the handle is nailed. The front wheels of the skate should be fastened to the front part of the base and the other wheels to the back. They should be a few inches in from the ends of the base. The upright should be fastened to the base in front so that it slants a little toward the back of the scooter. A cross-piece nailed to the top of the upright serves as a handle. Instead of the upright, a box may be fastened to the front of the base, with an open side facing the back of the scooter. This makes a place in which packages can be placed when running errands.

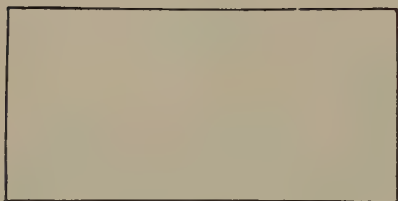
READ CAREFULLY

On the next page are some questions. There are pictures below each question. Write on your paper the number of the picture that answers the question best.

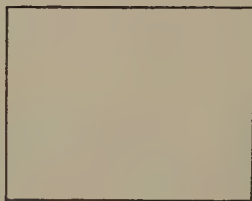
A. Which of the sticks below is as wide and as thick as the stick should be for a stilt?



1

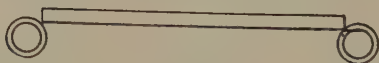


2

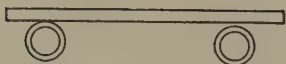


3

B. Which scooter-base is made right?



4

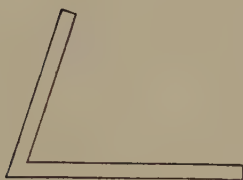


5

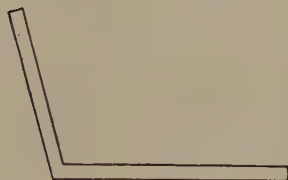


6

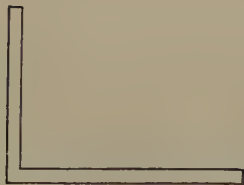
C. Which upright is put on the right way?



7



8



9

ARITHMETIC WORD TEST

Do you know what all the words in your arithmetic problems mean?

If you can do all the things you are asked to do in this lesson, you know many of the words you find every day in your arithmetic.

Put the answers on your paper.

1. Add 2 and 3.
2. Subtract 2 from 4.
3. Multiply 5 by 2.
4. Divide 6 by 3.
5. What is the difference between 20 and 10?
6. What does 6 times 4 equal?
7. What does 6 times 4 amount to?
8. Write these figures in a column:
2, 4, 6, 8.
9. Correct this addition. $2+4+4=11$.
10. What is the sum of 10 and 3?
11. What is the product of 10 and 3?
12. Find the quotient of $10 \div 2$.

13. Find the remainder when you divide 7 by 3.
14. If you divide 20 by 4, what is the divisor?

YOUR COMMUNITY

Every boy and girl who lives in a community has certain things to do. Do you know what you should do? This story tells you.

What is a community? The city or village in which you live is a community, no matter how big or how little it is. If you live in a large city, the neighborhood in which you live may be called a community. If you live on a farm, the group of farms around yours may be called a community.

No matter in which of these communities you live, you are always doing things in certain ways for the good of yourself and others. You attend school regularly; your father drives his car on the right side of the road, and does not go more than a certain number of miles an hour; you pay for the things you get from the shops; you are quiet in church. The people in your community

have found out that it is necessary to do things in certain ways so that they can live together in a safe and pleasant way.

Laws and rules are made to keep thoughtless persons from making things unsafe or unpleasant for others. If some automobile drivers were allowed to drive as fast as they liked, it would not be safe for others to ride or walk. Most people do not need laws for themselves because their common sense tells them what is the right thing to do. But these same good citizens need laws to protect them from the thoughtlessness and wrongdoing of others.

People in this country have always had laws. While still in the cabin of the Mayflower, the Pilgrims made laws for themselves which they followed in their colony at Plymouth. No matter how good people are, it is true that everyone lives better when there are laws.

But people need some one to see that laws are obeyed and that good care is taken of

the whole community. Officers are usually chosen by the people to do this. There is always some one to handle the money and pay the bills of the community; some one to take charge of the health, the schools, the roads, the courts, the taxes, some one in charge of the fire department, the police department, and other departments. A large community will need many people to take care of its affairs. If the community is very small, not many officers are needed.

HOW TO MAKE YOUR COMMUNITY A GOOD ONE

Who are some of the officers in your community? What are their duties? These officers have duties that are much like those of your parents and your teachers. They should see that everything is done for the good of their big family.

Now this may seem strange to you, but the officers of the community need your help. You may say, "What can I do? I can't vote." There is much you can do every day to help the people who are running your commu-

nity. Every time you do something to keep the streets and walks a bit cleaner in your neighborhood, you are helping the street department. Every time you stay at home when there is a catching sickness in your home, you are helping the health department. Every time you clean out the rubbish in the basement, attic, or other parts of your home, you are helping the fire department, for that is where so many fires begin. When you pay attention to the traffic signals in busy streets or keep a child from breaking the limbs of trees, you are helping the police department. If you build a bird house for your yard, make a flower or vegetable garden, rake up the leaves on the lawn, or cut the grass, you are helping to add to the beauty of your community. If you do these things, you will be a useful citizen.

The same things which help to make your home a good home and your school a good school will help to make your community a good community. In the home things run

most pleasantly when the father, mother, and children all work together willingly and obey the rules of the home. In the school the pupils, teachers, and principals must work together willingly and respect the rules, if it is to be a good school. In a community, the officers in charge and all of the people must work together, obey the laws, and do their work well so that everyone in the community will be happy.

Below is a list of things that need to be done in a community. Write on your papers the numbers of those things the story tells you that you can do. Read the story again if you need to.

1. Heed the traffic signals.
2. Be a town clerk.
3. Build a bird house.
4. Rake up the leaves.
5. Stay at home when there is catching sickness in your home.
6. Repair streets.
7. Keep children from breaking the limbs from trees.

8. Vote for officers.
9. Keep streets and walks clean.
10. Clean rubbish out of attics and basements.
11. Make a garden.
12. Make new laws.
13. Cut the grass.

ARITHMETIC PROBLEMS WITHOUT NUMBERS

The problems in this lesson do not have numbers. Put the letter which shows what your answer is on your paper.

READ CAREFULLY

I. If you know how fast a train travels in one hour, how could you find how far the train went in a number of hours?

You would	{	A add
		S subtract
		M multiply
		D divide

II. If you knew how much money you had, and how much you spent for candy, how would you find the amount of money you had left?

You would	{	A add
		S subtract
		M multiply
		D divide

III. If you knew how much money each boy in the room had, how would you find out how much all had together?

You would	{	A add
		S subtract
		M multiply
		D divide

IV. When you know how many pages there are in your reader and how many you have read, how do you find the number of pages you have yet to read?

You would	{	A add
		S subtract
		M multiply
		D divide

V. If the fourth grade went on a picnic and you knew how many sandwiches of each kind were eaten, how could you find the total number eaten?

You would	{	A add
		S subtract
		M multiply
		D divide

VI. If you know your age and your teacher's age, how can you find how much older she is than you?

You would	{	A add
		S subtract
		M multiply
		D divide

VII. If you know how many dimes there are in one dollar, how would you find out the number of dimes in a number of dollars?

You would	{	A add
		S subtract
		M multiply
		D divide

VIII. If you knew the number of boys who went on a trip and their total expense, how could you find what the trip cost each boy?

You would	{	A add
		S subtract
		M multiply
		D divide

HOW TO TAKE CARE OF A CUT

A cut or scratch may not be dangerous, but if it is not cared for it may become so. Everyone should know how to take care of cuts. Read this lesson so you will know.

Any cut or scratch should be kept perfectly clean so that it will heal rapidly. For a small cut or scratch pure water is a good thing to use. Put the cut hand or foot in a basin of cool water or under a faucet and let the water wash out the wound. Running water from a faucet is best. If the water is not pure, you should first boil it.

If the wound is large and is not bleeding too much, it is best to let it bleed, for in that way dirt and germs are washed out. Never put sticking plaster over a wound after it has stopped bleeding, as this keeps out the air and keeps in the sweat which is not good for the wound.



To dress or bind up the wound, clean white rags should be used. If nothing else can be found use a clean handkerchief. For a small wound tear off a strip from one to two inches wide and more than a foot long. Roll it around the finger or limb three or four times and then around the wrist or nearest joint to keep the bandage from slipping. If the wound is the kind that keeps bleeding, first put on a piece of absorbent cotton which soaks up the blood before binding it up.

Another good way to kill the germs is to paint the wound with iodine or mercurochrome after it is washed and then bind it up.

In any case where you know that the wound still contains dirt, the safest thing to do is to go to a doctor at once and let him dress it so that the germs are sure to be killed and the wound is cleaned. Many times when cuts are not cleaned, they fester and do not heal.

As the blood comes out of a cut that is not deep, it dries and gets thick. This dry blood stops the bleeding. But in cases where much blood flows there is not time for it to dry. Sometimes it happens that a cut is so deep that it cuts an artery. When this happens the blood spurts out and there is danger if a great deal of blood is lost. In such cases it is best to tie a handkerchief or rope loosely around the ankle or wrist above the cut. Then put a stick underneath this and twist it until the bleeding stops.

Below are some sentences which have been cut in two. One part is in the column on the left hand side of the page, the other part is in the column on the right hand side of the page. Match the parts so that you will have five true sentences. Write the numbers of the parts that go together on your paper. Write the number of the first part, and after it, the number of the part that belongs to it.

- | | |
|--|---|
| 1. In all cuts and scratches the most important thing is | 1. pure water. |
| 2. When an artery or vein has been cut | 2. go to a doctor at once and let him dress it. |
| 3. A good thing to use to wash out scratches and cuts is | 3. sticking plaster. |
| 4. Something which should never be put on a wound is | 4. stop the bleeding. |
| 5. When a cut cannot be cleaned | 5. to keep them clean. |



JANE ADDAMS

People all over the world know about Jane Addams and her work. Some countries in Asia have asked her to help their people as she has helped people in America.

Read this story about her to find out what Jane Addams did that has made her so well known.

In one of the crowded and poorer parts of Chicago is a group of thirteen buildings, rather dingy, but better looking than most of their neighbors. This group of buildings is known to all the world as "Hull House."

The doors of Hull House always stand open to the poor, the rich, the sorrowful, the lonely, the weary, and anyone else who wishes the comfort or joy which is always found within. The little woman who lives in Hull House makes everybody there comfortable and happy. This is the wonderful work done by Jane Addams, who has proved to be a true friend of the needy people of a big city.

KEEP UP YOUR SPEED

Jane Addams has not always lived in Hull House. As a little girl, she lived in the pleasant little town of Cedarville in northern Illinois. Her mother died when Jane was very young. Her father owned a flour mill on one side of the town. He was an important man in the state, and was a friend of such a great man as Lincoln. How proud Jane was of his fine appearance and kind ways! If only she could be as kind as he

was. She knew that she was an ugly duckling. She had a crooked back which made her hold her head to one side. But she came to know that these things did not cause her father or anyone else to think less of her, because it was what she did that counted.

One fine day she visited the mill on the other side of town. She enjoyed watching the great rumbling wheels and playing in the empty, dusty flour bins. The mill was in the part of town where the poorer homes were, and little Jane, who was only seven at that time, was much surprised when she first saw them. She asked her father why people lived in such horrid little places and so very close together. Her own home was lovely, and it had trees and a big space about it. She thought then that when she grew up she would live in a big house but it would not be built among other big houses. Instead it would be in the midst of horrid little houses just like these. It was a queer thought, but Jane's thoughts were

often very different from those of most people. From that time on she was always interested in the people who lived in shabby houses and wondered much about them.

Her father taught her how to keep from hurting the feelings of other children who could not have all the nice things that she had. He helped her to understand how unhappy her beautiful new cloak would make the other girls of her Sunday-school class, if she wore it there. He said that the other girls were just as good as she was, but if she showed them her fine clothes they might think that she was different and above them, which she wasn't. So Jane did not wear her fine new cloak to Sunday school, but saved it to wear only at places where others wore fine clothes, too. Jane grew up remembering her father's kind teachings which helped her to understand the feelings of poor people.

At seventeen, she went to a girls' school at Rockford, a town near her home. Most of the girls who went there became mission-

aries and went to strange lands to do church work. Jane did not care to do this. After graduating she went to Philadelphia to study medicine. She was determined to fit herself to do some helpful work in the world.

After a year, however, she had to stop her studying because she was not strong. She then went to Europe for two years, for she wished to see more of the world. She had plenty of money so she could travel as much as she wished; but somehow, she was not pleased with her life. She was still interested in the poor and wanted to do something for them. At last she decided that just thinking about them was not enough. She must actually do something to help them. She decided to rent a house in a poor part of a great city and live and work among the poor. At Toynbee Hall in the great city of London work of this kind was done. She visited it so that she might have an idea of how to begin.

JANE ADDAMS BEGINS HER LIFE WORK

Jane Addams then came back to America in 1889. She went to Chicago, the largest city near her home, and began her life work. She chose a house in a busy, crowded, poor part of Chicago and named it "Hull House" after the man who had built it and once lived there. It was a friendly looking place, with a porch on three sides, a wide hallway, and open fireplaces. Miss Addams and her friend Miss Starr brought their many belongings here and carefully arranged the lovely things in the rooms, for this was to be their home. When all was ready they invited everyone who lived near to come to see them.

Who were these people among whom she had come to live? Most of them were immigrants, people who had come from foreign lands and did not know the language or ways of America. There were Irish, Greeks, Russians, Poles, and Bohemians. There were



thirty-six different nationalities in all. There were many mothers with small children who not only had to care for the children, but had to earn money, too. Some of these mothers worked at home, sewing on garments for factories. Others went off to the factories and left the small children to take care of themselves. They had no chance to learn the English language nor the ways of the new country. Their children had to learn to speak English when they went to the public schools. This kept them behind the American-born children, because they had so much more to learn!

WHAT ARE YOU TO FIND?

HULL HOUSE

Jane Addams decided to help these mothers and children first. A day nursery was opened. Here, for five cents a day, the little tots were well fed and cared for while their mothers worked.

For the children who were a little older, she started a kindergarten. In the kindergarten the little boys and girls played with dolls and other toys, made things of paper, listened to interesting stories, and learned to speak the English language.

Soon men and women began to look to Hull House for help in other ways. When there was a death or an illness, they came to Miss Addams. When there was some business to attend to, which was not understood, Miss Addams was always there ready to help them.

A reading circle was formed for the older children. So much did they enjoy the stories

they read, that Miss Addams put a library into Hull House. The pleasant reading room was always open to those who wished to sit and read. Books could also be taken home. One young man said, "It is the first house I have ever been in where books and magazines just lie around as if there were plenty of them in the world."

Classes in drawing and clay modeling were formed and a room was built where beautiful paintings were shown. Many of these people had been used to seeing lovely paintings in the old countries from which they had come. They were happy when they saw them here. Concerts and lectures were given free on Sunday afternoons. How happy it made them when they heard some of the music played that they had learned to love in their old homes across the ocean.

A gymnasium and a playground were built for the young people. These were quite different from the crowded streets and alleys where they had played before.

Sewing and cooking classes were begun for the girls and mothers. In this way they learned to make their clothes and to cook in the American way. Mothers were taught to feed their babies oatmeal for breakfast instead of bread soaked in tea. They were taught how important it was to bathe them often.

Miss Addams and her helpers soon realized that these people were lonely. They did not speak the same language as their neighbors so that they could not understand their ways. She wanted them to be friends and enjoy life a little more. To help them get to know each other she said that the great living room or parlor of Hull House might be used by clubs. In a short time there were sewing and reading clubs for the women. The men gathered in groups to talk about things which they wanted to know. About five hundred people were taught to sing the old songs as well as some of the songs of this

country. People from the different countries acted out plays which had been acted in their home country in Europe. Hull House became a place of fun, learning, rest, and help. It was open all day and evening for the use of the people.

A time came when Miss Addams knew that she had at last done what she had always wanted to do. She had made these people know and understand each other. They now joined together in their work and play, so that they came to be much like other people of the city in the way they lived. Through the help Miss Addams gave them, they became happier.

So much good has Hull House done, that people from many cities come to visit there and talk to Miss Addams so that they, too, may know best how to help the poor and needy of their own cities.

I. Read the sentences on the next page. Write on your paper the number of the one which you think fits the story the best.

1. Jane Addams is famous because she has traveled.

2. Jane Addams is famous because she has helped so many people who have come to Hull House.

3. Jane Addams is famous because she knows people of all nationalities.

4. Jane Addams is famous because she bought Hull House and made it a comfortable house to live in.

II. Read the life of Jane Addams over again and from the following list pick out the things Jane Addams did. Write the numbers on your paper.

5. Started a library in Hull House.

6. Built beautiful houses for poor people to live in.

7. Took care of little children while their mothers were at work.

8. Taught girls how to cook and sew.

9. Helped her father run the mill.

10. Started clubs for people.

11. Taught mothers how to take good care of babies.

12. Sold books to people who came to Hull House.

13. Provided free Sunday afternoon concerts and lectures.

14. Gave money to the poor people.

15. Started a kindergarten for the little children.

TALKING BY WINDMILL*

You have given signals, or "talked" by using your fingers, hands, and your arms. You have read in this book how the train talks. In this story you will find out how the Dutch people in Holland make the windmills talk.

KEEP UP YOUR SPEED

In spite of the telephone and telegraph, talking by windmill is still practiced in Holland. When the Dutch miller wants to send a message to some one miles away he uses the giant sails of his windmill just as his father and his grandfather did.

This is one of the most perfect ways of sending long-distance messages in the world. Holland is a very flat country so that there are no hills to keep one from seeing from one place to another even though they may be many miles apart.

On almost any day in Holland it will be

*By S. Leonard Bastin, from *St. Nicholas Magazine*, April, 1927. Used by permission of The Century Company, publishers.



noticed that, out of a dozen windmills which one can see, there will be two or three which do not seem to be moving. Watch these closely for a few moments and you will see that their sails move a little from time to time and then remain in a different position for a while. One might think that the machinery of the mill was being repaired, but often this is not the case. The miller is busy holding a conversation with some one in another mill a number of miles away. The mill to which the messages are being sent may be out of sight, but other mills in between will send the signals on.

The signals used in "windmill talk" are very old and have been handed down from father to son for many generations.

Some millers have secret signals which only a few other millers can understand. But there are some signals which all the millers as well as the other people understand. Once in a while a windmill may stop working because it has no grain to grind.

Then a certain movement of the sails will give this message to the farmers in the neighborhood so that they can send more grain. It may be that a carpenter or a blacksmith is needed; or there may have been an accident at the mill and a doctor is wanted. Such needs are told by placing the arms of the windmill in a certain position.

Many times during the Great War news of the fighting in Belgium was carried over Holland by windmill talk, hours before the telegraph messages were received.

After each of the following sentences there are words or groups of words. Pick out the words that best finish the sentences. Write the number of each sentence on your paper. After each number write the correct word or words.

1. The sails of windmills, when sending messages, are used like
wires, arms, trains.
2. Windmills can be seen for long distances in Holland because Holland is
hilly, small, flat.

3. Messages by windmill can be sent over Holland
slowly, rapidly.
4. Some millers have secret signals which
are known by
a few millers, many millers, all millers.
5. The millers were usually taught these
signals by
books, teachers, their parents.
6. Messages are sent by the millers in
Holland by windmill in order to get
.....
grain, flour, meal.



ARITHMETIC WORD-TEST PROBLEMS

In this lesson you are to tell whether what is said is true or not. Put on your paper the number of each problem. After each number put the right answer, either "yes" or "no."

- I. Six minus four is the same as $6-4$.
1. Yes. 2. No.
- II. The remainder is what we have left.
1. Yes. 2. No.
- III. To find out how long a fence is we measure how high the fence is.
1. Yes. 2. No.
- IV. "Five cents per yard" means the same as "Five cents a yard."
1. Yes. 2. No.
- V. Two ribbons each 2 yds. long are of the same length.
1. Yes. 2. No.
- VI. To find the number of children playing in the park, subtract the number of girls from the number of boys.
1. Yes. 2. No.

VII. If John increases his savings, he adds to what he had before.

1. Yes. 2. No.

VIII. The man's bill at the hardware store was the amount he owed.

1. Yes. 2. No.

IX. A bushel is less than a peck.

1. Yes. 2. No.

X. A man's earnings are less than what he is paid.

1. Yes. 2. No.

XI. "A boy got a share of the profit" means the same as "A boy got a part of the profit."

1. Yes. 2. No.

XII. Tom's weight equals Jim's when Tom weighs more than Jim.

1. Yes. 2. No.

XIII. A coat that cost \$20 is more expensive than one that costs \$35.

1. Yes. 2. No.

XIV. Seven plus three is larger than seven minus three.

1. Yes. 2. No.

- XV. To find how much more one book costs than the other, we add the cost of the two books.
1. Yes. 2. No.
- XVI. The sum of 3 and 5 is the same as the product of 3 and 5.
1. Yes. 2. No.
- XVII. The entire expense means the same as the total amount spent.
1. Yes. 2. No.
- XVIII. A foot is a part of a yard.
1. Yes. 2. No.
- XIX. Doubling a number is the same as multiplying it by 2.
1. Yes. 2. No.
- XX. When you buy a pair of shoes at the store, the clerk sells them to you.
1. Yes. 2. No.

ARITHMETIC PROBLEMS

The following problems ask you to do two things. For each problem, first put on your paper the numbers of the right answers below the problem; next, write the letter of the process you should use.

Read carefully. Read two or three times.

Read to answer the questions.

I. Florence got the right answer to 85 problems in one week. There are five school days in a week. How many problems on the average did she get right each day?

The problem tells you:

1. How many school days in a week.
2. The number of problems Florence got right each day.
3. The number of problems Florence worked right in one week.

To get the answer you

{ A add
S subtract
M multiply
D divide

II. John had 200 bills that he was to leave on the door steps of the houses in town. He passed out 50 of them in the morning. How many did he have left to pass out in the afternoon?

The problem tells you:

1. How many bills John had.
2. How many houses he passed.
3. How many bills he passed out in the morning.
4. How many he passed out in the afternoon.

To get the answer you

{ A add
S subtract
M multiply
D divide

III. George took an automobile trip with his father. The gas tank in the car held 16 gallons. They used 12 gallons on the trip. How many gallons were left in the tank?

The problem tells you:

1. How many miles they went.
2. How many gallons of gas they used.
3. How many gallons were left.

4. How many gallons the gas tank holds.

To get the answer you

{	A	add
	S	subtract
	M	multiply
	D	divide

IV. A merry-go-round is run 6 times each hour. It runs from 1 P.M. until 6 P.M. How many times does it run in the afternoon?

The problem tells you:

1. The merry-go-round runs 6 times in the afternoon.
2. The merry-go-round runs 6 times an hour.
3. The merry-go-round runs from 1 o'clock in the morning until 6 o'clock in the morning.
4. The merry-go-round runs from 1 o'clock in the afternoon until 6 o'clock in the afternoon.

To get the answer you

{	A	add
	S	subtract
	M	multiply
	D	divide

. EXTRA PROBLEM

Answer if you have time.

V. Frank lives 6 blocks farther from school than Jack. Jack lives only 5 blocks from school. How far from school does Frank live?

The problem tells you:

1. How many blocks Frank lives from school.
2. How many blocks Jack lives from school.
3. That Jack lives farther than Frank from school.
4. How much farther Frank lives from school than Jack.

To get the answer you

{ A add
S subtract
M multiply
D divide

THE DOLLAR SIGN*

Do you know how we came to use the queer sign like a big letter "S" with two lines drawn through it that stands for the dollar? This story will tell you.

There was a time long ago when Spain was one of the most powerful nations of the world. One reason for her strength was two great cliffs which guarded the entrance to the Mediterranean Sea. Great forts were built upon these cliffs to keep away pirates and other enemies who might try to attack the country. These tall cliffs were known for hundreds of years as the "Pillars of Hercules." They were often used as an emblem of Spanish power.

When King Charles was the ruler of Spain, he issued a new coin which he called the "Dollar." On it was engraved the Pillars of Hercules with a scroll wound about them. It looked like two posts with an S entwined

*Adapted from *The Thrift Almanack*. Used by special permission of Thrift, Incorporated, publishers.

about them. This coin was called the "Pillar Dollar" and can be seen to this day in collections of old coins.

When the United States became a free and independent country, they began to issue money of their own. Uncle Sam decided to use the old Spanish word "Dollar" as the name of one of our largest coins and the pillars with the scroll became the sign for the dollar.

Every time we write the dollar sign by making an S and drawing two lines through it, we can remember that the first time it was used it represented the Pillars of Hercules.

Put the numbers of the following questions on your paper. After each number write the word which answers the question.

1. From what country did we get the word "Dollar"?
2. What sea was guarded by the Pillars of Hercules?
3. What was the name of the king who issued the "Pillar Dollar"?

HOW TO USE YOUR DICTIONARY

Read "How To Use Your Dictionary" as rapidly as you can in your first reading. Find how many different ways the dictionary can be of help to you.

THE A. B. C's

Of course no one can use a dictionary unless he knows his a, b, c's. Indeed, it is not a bad idea for him to know his alphabet "backward and forward." That may seem like rather a foolish statement to you, but in just a minute you will see how sensible it really is.

We know that at the beginning of the dictionary we find the words beginning with "a," then the words beginning with "b." At the end we find a much smaller group of words which begin with "y," then those which begin with "z." The words which begin with "m" of course, will be found somewhere near the middle of the book.

Suppose that when you are looking for a

word which begins with "z," you open the dictionary at "m." Can you think "as quick as a wink" just which way you must turn to find "z"? Suppose you are looking for a word which begins with "q" and you open the dictionary at "t." Do you have to stop and think for a minute before you turn, to decide that you have to turn toward the front of the book? I have heard of boys and girls who had to start right in at the beginning and say their a, b, c's as far as "q" before they could remember just where "q" was! I am sure no one of you would have to do such a thing. It is a good plan to be able to start in at any place in the alphabet and tell just what letters follow.

We might think of the alphabet as a long street of houses with people of different names living in each house. In one house "q" lives, in the next one "r," in the next, "s," and so on. If we are going to call upon "q" and we get into "r" house it is a good plan to know that "q" lives in the next house

back. If we get into "p's" house it saves time to know that "q" is the next door neighbor on the right. Just think what a lot of time it would take if we had to stop at every house and look to see if "q" lived there! It is the same way with a dictionary. We may turn to the wrong letter but if we know just how many doors forward or backward to turn, it does not take long to find our word.

DICTIONARY GAMES

Sometimes if you are "playing school" at home with your brothers and sisters you may have fun playing a guessing game. The one who is the teacher opens the dictionary. Then each in turn may guess at just what letter it is opened until some one answers correctly. If it is near the middle it is probably "m" or "l" or "n." After you have played it a while you will be surprised to see how much you have improved. It is really not that you are a better guesser but that you know your alphabet better.

Here is another game which you will en-

joy playing. Write down the names of all the children who sit in your row at school. Suppose their names are Frank, Ruth, Betty, William, Agnes, Henry, Paul, Lucille, and Donald: Then arrange them as they would be if they were in the dictionary. Your list would read in this order: Agnes, Betty, Donald, Frank, Henry, Lucille, Paul, Ruth, and William. You might take a list of toys as wagon, skates, marbles, dishes, tops, jacks, and bicycle and put them in alphabetical order, also. Your list would then read this way: bicycle, dishes, jacks, marbles, skates, tops, and wagons. You will be able to do this faster and faster the more times you try.

HOLD THE BOOK RIGHT

PRONOUNCING WORDS CORRECTLY

Dictionaries not only tell you the meaning of a word but they also tell you how a word should be pronounced. There are marks above the letters which help you to pro-

nounce them correctly. Suppose you are looking up the word, "active," which means lively or brisk, to find out how to pronounce it. You will find it marked like this "ăc-tiv." Perhaps you do not know how to sound an "a" that is marked "ă." Not only girls and boys but grown up people forget the markings of letters, so the people who make dictionaries have put a "key" at the bottom of each page which will unlock any word for us. If we look there we shall find the word "fat" with the "a" marked the same way. That means that the "a" in "active" sounds like the "a" in "fat."

Suppose you do not know how to pronounce the word "clothes." In the dictionary you will find the "o" marked like this, "ō." At the bottom of the page you will find the word "gō" or the word "ōld." You know how to pronounce them. Then you will know that the "o" in "clothes" should sound the same way.

There is a little mark in the dictionary

which looks like this ' , which is another good helper in telling how words should be pronounced. It is called an accent mark. It tells which part of a word should be said with more force than the other parts. If we look up the word "baby," we shall see an accent mark on the first part of the word—"bā'by." That means that we say the first part of the word harder than we do the last part. In the word "Saturday" we find it marked on the first part again, so we pronounce the word, "Sat'ur-day."

There are many words which are not pronounced at all as they are spelled. The dictionary is a great help with such words. It tells you, for example, that "cough" is pronounced "kof" (with the "o" as in "soft"). It tells you that "rough" which looks almost the same is pronounced "ruf" (with the "u" as in "but").

There are many words which have letters that are not sounded at all which the dictionary helps you to pronounce correctly.

We call those letters not sounded "silent letters." In the word "comb" we do not pronounce the "b." The dictionary says it is pronounced "kōm." In the word "crumb" the "b" is silent also and the dictionary tells us it is pronounced "krum." In the word "knee" the "k" is silent and the dictionary says it is pronounced as "nē."

WORDS WITH DIFFERENT MEANINGS

Some words which are spelled the same way and pronounced the same way have entirely different meanings. We all know that "watch" may mean something which tells time or it may mean to guard or keep in sight. You may keep your tools in a chest in your play-room but when you say you have a pain in your chest you are not thinking about your tool chest at all. You may read in one story about the farmer plowing a furrow in his field. The next story may say: The old man's face had many furrows, which is just another way of saying it had many deep lines or wrinkles.

Whenever you do not understand the way a word is used, it is a good plan to look it up in the dictionary. You may find that it has an entirely different meaning from the one which you know.

KEEP LIPS CLOSED

FINDING WORDS IN THE DICTIONARY

One thing which troubles some boys and girls in looking up words in the dictionary is remembering to watch the second, third, and fourth letters of a word as well as the first. They do not have much trouble in remembering that “e” comes after “d” and before “f” when it is at the beginning of a word, but when it comes in the middle they forget. The word “bag” comes before the word “beg” because “a” comes before “e” in the alphabet. The word “began” comes after the word “beg.” The word “behind” comes after the word “began” because “h” comes after “g” in the alphabet. Which would come first, the word “bird” or the word

“birthday”; the word “grass” or the word “gray”? There are a great many things to remember, so you see that the better we understand the dictionary, the more quickly we will be able to find words.

There is another way in which the dictionary helps us to find words in a hurry. If we look at the top of the dictionary page we will find two words, for example, “class” and “clock.” These are the first and last words found on that page; “class” is the first word at the top of the first column; “clock” is the last word at the bottom of the last column. The words that are found at the top of the page are called guide words because they help to guide us in finding the word for which we are hunting. They are placed there so we can tell quickly whether the word is on that page. If we are looking for the word “clean,” we know that it comes between “class” and “clock” and therefore is on that page. Suppose we want to find the word “clear.” We know we will need to look a

little below "clean" because "r" comes after "n" in the alphabet. Suppose we want to find the word "coal." Does it come between "class" and "clock"? It does not, so we know we will have to look on a later page to find "coal."

WHEN TO USE CAPITAL LETTERS

The dictionary answers many questions for us about the use of capitals. We know that the days of the week all begin with capitals and the months of the year as well. Many people think that because they do, that the names of seasons, spring, summer, autumn, and winter start with capitals, too. A look at our good friend and helper, the dictionary, will show us that they do not.

I hope this will help you to make better use of the dictionary and will show you what a good teacher and helper it can be.

Read over the following exercise to find what you have to do. Next re-read very carefully the parts of the selection which will help you to do this exercise correctly.

Arrange the following list of words on your paper in the order in which you would find them in your dictionary. Number the words from 1 to 25 on your paper.

apple	class	form	dish	dislike
candy	man	ants	monkey	found
music	queer	coal	coat	did
young	clean	die	different	queen
clear	clock	over	joy	oil

BUYING

You have probably been sent to buy things many times. Do you know how to buy? There are some things you should know so that you will be a good buyer. Read this story. It tells you some things that a good buyer should know.

Why do you buy things? Because that is the easiest way to get them. You would be in a bad fix if you woke up some morning and found that hereafter you would have to do everything for yourself and that you would not be able to buy the things you needed or would like to have. In that case you would need some ground upon which to raise your vegetables, fruits, and grains. You would have to grind your wheat into flour yourself and make your own bread. If you wanted meat, you would need to raise chickens, pigs, or whatever you wanted. If you wanted woolen clothes for winter, you would have to raise sheep, shear them, and then spin, weave, and dye the wool and sew

the cloth. If you wanted a new table, you would need to make it yourself.

This is much the way in which the first white people in America lived during their first years in the new land. The Indians, too, cared for their own needs, although they lived more simply than the white men. It would be possible for you, too, to live in that way so that you never needed to buy. But with the many factories making things and the farmers raising food it would be foolish for people of today not to buy. People have found that it is best for them to choose the kind of work they are best fitted to do; to be paid for doing it; and with the money they earn, to buy what they need for themselves.

HOW TO BUY

It is one of the duties of our everyday life to buy, so it is very important that we buy wisely; we need to know how to buy, when to buy, and where to buy.

When you buy things you must pay for them. There are three common ways in

which people buy. One way is to "pay cash." That means that whenever you buy anything, you pay for it when you buy it. This is the best way for people to buy in most cases.

Another way is to "charge" the things that you buy and pay for them at the end of the month or in the middle of the month. People who are trustworthy are allowed to do this. This is a convenient way for housewives for it means that they do not need to go to the markets each day to pay for the food they order, but can telephone to the butcher, the grocer, and others who send the things to their homes. The storekeeper who sells in this way, keeps a record of how much each person buys. At the end of the month, he sends each customer a bill showing how much he owes.

Still another way to buy is on the "installment" plan. This is a wise plan only for grown-up people who are planning to buy some big, worth while thing, such as a home. With this plan, a man may decide to buy a

home which costs more money than he has saved. He and perhaps some of his older children are earning money and he knows that the house can be paid for in a few years. He might pay \$2000.00 at the beginning and promise to pay \$35.00 a month until the house is paid for. This is a wise way for this man to buy, for he has the house all the while he is paying for it. Washing machines, vacuum cleaners, and other household things are often bought on the installment plan. These things are quite necessary. It would be very foolish, however, to buy things which are unnecessary, and pay for them in this way.

It is also necessary to know when to buy. It is very foolish to buy things when you have no need for them. Just because you see something in a shop which you think is very cheap, is not a good reason why you should buy it then. If, however, you do need it and can afford it, it would be well to buy it right away.

Where should you buy? When possible, it is always best to buy in your own community. This helps your community to grow. Buy at stores which carry good things and, if necessary, be willing to pay a little more for them. Some people think that they can save by buying at the stores that sell goods the cheapest. This is not always true. Often such stores sell cheaper because their things are not so good. Nothing is so wasteful as buying cheap things which cannot be used long and sometimes not at all.

These and many other things are necessary for you to know if you wish to spend your money wisely. Try to remember the following things so that you will be a good buyer.

1. Know for what you want a thing before you buy it.
2. Decide whether it would be best to pay cash for it, charge it, or buy it on the installment plan.
3. Get the most possible for your money.

4. Cheap things may prove to be the most expensive in the end.

Read the following paragraphs. Pick out the good buyers. Write their names on your paper.

1. Jack wanted a pocket knife. He had \$1.45 to spend. He went to a hardware store and the clerk showed him many knives. There were two that Jack liked, one for \$1.25 and one for \$.35. He thought he would be saving, so he bought the \$.35 knife although its blades did not seem as sharp as those of the \$1.25 knife. He soon found out that the blades had to be sharpened often or they soon became too dull to cut.

2. Mary looked at some cloth for a school dress. She wanted pink cloth. There were three kinds of pink cloth from which to choose. One of them was 75 cents a yard, the other \$1.15 and the other only 29 cents. The clerk said the cloth for \$1.15 and the piece for 75 cents would not fade, but the 29 cent piece might fade. Mary bought three yards of the pink cloth for 75 cents.

3. Howard's mother went to a sale on dishes. She needed water glasses and plates. She bought them. They were very nice ones and were sold cheaply. She also saw some fine cups and saucers that she could buy very cheaply, but she did not need them so that she decided not to buy them.

Put the numbers on your paper of the best endings to each of the following sentences:

I. You save money and time

1. by raising and making everything for yourself.
2. by buying cheap things.
3. by buying wisely the things you need.

II. In most cases it is best

1. to charge everything.
2. to pay cash.
3. to buy on the installment plan.

III. It is wisest to buy the following on the installment plan,

1. groceries and meat.

2. homes and necessary household machinery.
3. cars, victrolas, and radios which you would like but cannot afford.

IV. To build up your community you should usually buy

1. in the town in which you live.
2. from a mail order house.
3. in the nearest large city.

THE HOME OF CORRECT TIME*

You have heard people say that their clocks were fast or slow. How do people know whose watch or clock is telling the correct time? Read this story carefully. It will tell you what clocks in your city always have correct time.

Every year thousands of people go to visit our National Capitol at Washington. But do you know that every day the whole nation goes to Washington for the **correct** time?

You may miss the train because your watch is getting old; you may be late to school because "Big Ben" loafed on the job, or the alarm didn't "go off"; but no matter what the reason is for the trouble, clocks at the naval observatory at Washington are not to blame in any way.

The naval observatory is the home of correct time and the three faithful old

* By Louis E. Reichard, from *St. Nicholas Magazine*, January, 1926. Used by permission of The Century Company, publishers.

clocks there which have the correct time must often groan because of the incorrect time of so many clocks and watches throughout the country. Your watch may be only a few seconds wrong in a week, but the clocks at the naval observatory have been wrong only a tenth of a second in two years.

How does the naval observatory get the time? Every night that the weather is good, a man looks at the stars through a special kind of telescope. He sees the "clock stars" and can tell from where they are exactly what time it is. He then gives the correct time to the three clocks. These clocks are kept below the observatory buildings in a vault where the temperature is always the same. Each one is kept in a glass case so that nothing can disturb it. The faces are open and easily read. The three hands are of different sizes; the large one is the minute hand; the smaller one at the bottom is the hour hand; and the pointer near the top is the second hand.

The face of the clock is not like that of the ordinary clock. It is numbered from 1 to 24, so that at midnight it shows "24 o'clock" instead of "12 P.M."

There is a telephone operator at the naval observatory whose only duty is to give the correct time to the people of Washington.

A radio broadcasts the correct time each day, in order that all who wish may know the story the stars have told.

It is from these clocks that companies in every city get the correct time for their "Master" clocks. These "Master" clocks are set at noon. They are connected by electricity with thousands of other clocks which have the words "Naval Observatory Time" on them. As soon as the Master clock is set, all the clocks connected with it are also set.

On the next page are four sentences with one word missing in each one. Put the number of each sentence on your paper and after it the word that is missing in the sentence.

1. The naval observatory clocks are at
.....
2. The observatory gets the correct time
for its clocks from the
3. The "Master" clocks in each city are
set each day at
4. Clocks that always have correct time
have these words on them

ARITHMETIC WORD-TEST PROBLEMS

Each blank in this lesson stands for a number found in the problem. Decide which number belongs in the blank. Write the number on your paper. Read each problem carefully.

I. Jean bought 10 candy hearts. She kept 2 and gave 8 away. The number she had left was

II. Harold bought 12 baby chicks to raise. A cat killed two and another one died. He raised the other 9. The number that remained was

III. Mrs. Walker wanted to pay her three grandchildren for picking up apples. She had \$1.20 in change and gave each one 40 cents. Each of the three children received an equal share which was

IV. Anne was given 27 pennies for her bank. That gave her a total of 41 pennies.

The number she then had in the bank was
.....

V. James earned \$1.00 a week delivering packages. He saved 50 cents, spent 10 cents, and gave the rest to his mother. The amount he kept was

VI. Four boys made kites and sold them for 80 cents. Each boy sold two kites at 10 cents per kite. The total amount they made was

VII. The class made cookies to sell at a Thanksgiving sale. They spent \$1.22 cents for the material used for the cookies. They sold the cookies for 25 cents a dozen. The cookies cost the class

VIII. James wanted to buy some new skates that were on sale for \$2.75. They had been \$4.50 a pair. The selling price of the skates was

IX. The vegetables from the fourth grade school garden were sold. The \$8.90 made on the sale was put in the bank. The potatoes

were sold for \$6.30, carrots for \$.80, onions for \$.60 and tomatoes for \$1.20. The class earnings were

X. Bob sold his knife to a boy for 15 cents less than he paid for it. He had paid 35 cents for it. His loss was

THE GOOD LOSER

There are some boys and girls with whom everyone likes to play. It is fun to play with them because they have a good time whether they win or lose. If you win a game from them, they want to play against you again to see if they can defeat you the next time. They are called "good losers."

Which of the following players do you think can best be called a "good loser?" Write his name on your paper.

Not long ago Stanley and his baseball team from the Adams School played a game with Richard and his team from the same school. Their teams were quite evenly matched, but during the last three innings Richard's team made two home runs and won the game. Richard and his team enjoyed the game so much that Richard asked Stanley to play another game with them the next week. Stanley said he did not want to. He did not think the game had been a fair

one because Richard had some larger boys on his team and they had practiced more than his team had. Richard and his team left. They knew that what Stanley had said was not fair, as the two boys who were larger were no older than the other boys. As for practicing more, of course they had practiced so that they would be able to play well against Stanley's team and other teams.

The next week, Stanley talked with Frank from the Lincoln School, and they arranged to have their teams meet at the Adams School grounds the next Friday.

Frank's team was badly defeated, but before they left, Frank got his team together and they gave a good cheer for Stanley's team. Besides that, Frank got a promise from Stanley that he would bring his team to the Lincoln School grounds the next week for a return game.

"That was a good game" exclaimed Frank, as the boys were trudging home. "Wouldn't it be great if we could win next week?"

INCOMPLETE PROBLEMS

The problems in this lesson are not finished. In order to work them you must know something more than is told. Below each problem are three answers. Put the number of the right one on your paper.

I. Jane spent twelve cents for some Valentines. What must you know to find out how many Valentines she bought?

1. How much money Jane had.
2. The price of the Valentines.
3. What kind of Valentines Jane bought.

II. Harry is six inches taller than his younger brother. What must you know to find out how tall Harry is?

1. How old Harry is.
2. Which one is the larger.
3. How tall the younger brother is.

III. Jack's father bought him new skates, a hockey club, and some heavy gloves. What do you need to know to find out how much Jack's father spent?

1. The cost of the skates.
2. How much money his father had.
3. How much each article cost.

IV. Carl wanted a pair of skis which cost \$2.50. He had a part of the money. What must you know to find out how much more he would have to earn?

1. How much money he had.
2. How much he earned a week.
3. How much more than \$2.50 the skis would cost.

V. Every pupil of the fourth grade bought 15 Red Cross seals. What must you know to find out how many seals were bought by the whole grade?

1. How much each seal cost.
2. The number of pupils in the grade.
3. The number bought by the boys of the grade.

VI. There are the same number of pupils in each row in the fourth grade. There are 40 pupils in the room. What must you know

in order to tell how many pupils sit in each row?

1. The number of rows in the room.
2. The number of pupils in the grade.
3. The number of seats in the room.

VII. Three boys broke a school window, and had to pay for it. What must you know to find out how much was each boy's share?

1. How long it would take each boy to earn the money.
2. How much money each boy had.
3. How much the window was worth.

VIII. Betty and Mary helped their mother clean house. They were each paid 60 cents a day. What must you know to find out how much they earned?

1. How many days they worked.
2. How much Betty earned in one day.
3. How much Mary's mother paid her for two days.

IX. John's father was twenty-eight years old when John was born. How old is his

father today? What must you know to give the answer?

1. How old John is today.
2. How old John's father was when John was born.
3. Where John's father was born.

X. How much did Jane spend for the ten pencils she used during the year? What must you know in order to answer the question?

1. How many pencils she used.
2. How much she spent for each pencil.
3. How much money Jane had.

EXTRA PROBLEMS

Answer if you have time.

XI. Henry went to the movies and spent 25c for his ticket. What must you know to find out how much money he had left?

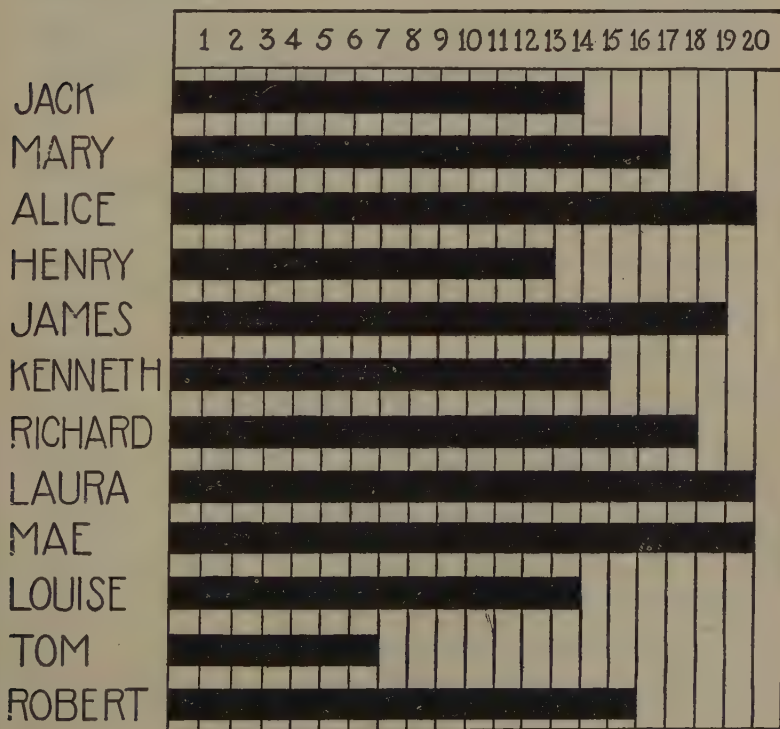
1. How much Henry spent for his ticket.
2. How much it cost to go to the movies.
3. How much money Henry had when he went to the movies.

XII. James bought a geography and the next fall sold it to John for 50c. How much did he lose on the book? What must you know to give the answer?

1. What James paid for the geography.
2. How long he had the geography.
3. How much John paid for the geography.

READING A GRAPH

A graph is a picture that tells a story about numbers. Here is one that tells about a spelling lesson of twenty words that were given to twelve fourth grade boys and girls not long ago.



On the left hand side are the names of the twelve children who wrote the lesson. The numbers along the top show that there were twenty words in the lesson.

The dark bars show how many words each child had correct. Perhaps you can make one that will show the arithmetic scores of the members of your class.

Answer the following questions on your paper:

1. Which children had them all correct?
2. Who had the least correct?
3. Which four children had the most mistakes?
4. Which three children do you think need the least help?



INTERESTING THINGS ABOUT BIRDS

Read to find out how the bodies of these birds are made to help them hunt for their food.

Birds do not always have an easy time to find food. Sometimes their food is in places hard to reach and often it is scarce. For this reason the bodies of some birds are made to help them hunt for their food. The woodpecker has a strong neck and a strong bill so that he can peck out the insects that hide in or under the bark of trees. The chickadee has a short little bill for picking



up insect eggs. He also has feet that will cling tightly to a branch of a tree while he swings upside down, hunting for food. The swallow can skim along quickly because he has long wings that are shaped like the oars of a boat and a tail that helps him turn. He can turn very quickly when he wants to catch a very lively insect. Hawks and eagles have sharp claws that hold on to things very tightly, bills that tear, eyes that see far, and strong wings that can carry them swiftly. Herons have long legs and bills so that they can stand in shallow water and catch fish.

On the next page are the names of the five birds named in the story. Opposite them are nine groups

of words that describe them. Write the names of the birds on your paper. Below each name write the numbers of the words which describe that bird.

Read the story over again.

- | | |
|----------------|--------------------------|
| I. Chickadee | 1. strong neck |
| II. Woodpecker | 2. oar-like wings |
| III. Heron | 3. long legs |
| IV. Eagle | 4. short little bill |
| V. Swallow | 5. rudder-like tail |
| | 6. long bills |
| | 7. clinging feet |
| | 8. bill that tears |
| | 9. sharp, gripping claws |



HELPING A TIMID PERSON

Not long ago a new boy named Olaf came to the Franklin School. He was thirteen years old, but because the English language was never spoken in his home, he found it hard to understand his reading or to talk well. Not only was it hard for him to say things just right, but he was timid and awkward, besides. This kept him behind in his work and he was placed in the fourth grade. Here most of the children were younger than he.

KEEP AWAY FROM ME

Miss White, the teacher, often gave her class a chance to bring things from home in connection with the geography work. The children prepared interesting talks about these things to give to the class every two weeks. When it was Olaf's turn to talk, Olaf

would get very red as he stood before the class. He would look out of the window or some other place, but not at his classmates. He tried hard to tell what he knew, but after a few stammered sentences he would take his seat, slump down, and cover his face with his hands, so that the others could not see how badly he felt.

Read the next three paragraphs and decide which one of Olaf's classmates helped him the most to get over his timidness. Put this classmate's name on your paper.

George sat in a front seat. He was rather small and young for the fourth grade, but quick in doing things. His work was usually easily and correctly done. Because George liked to talk and did it well, he liked the days when the class had a chance to give their talks in geography. His classmates always listened to him for he always had something interesting to talk about. He liked to have Miss White tell him what a fine talk he had prepared. When Olaf got up before the class,

awkward and timid as ever, getting redder every moment, it seemed funny to George who turned and caught Fred's eye. From then on they both smiled. Poor Olaf seemed to be having a harder time each moment. Finally, he stumbled to his seat as George still wore his smile of amusement.

Donald is another boy in Miss White's room. He is rather large for his age and slow in his movements. Donald has a collie dog that follows him to school and every once in a while the collie finds his way into Donald's classroom. Donald then finds it necessary to pet him a little, lead him out, and send him home. That is what happened one day while he was giving his geography report. It was necessary for him to stop talking and take his dog out. When he returned, Olaf was before the class, trying hard to tell them something about his life in Norway. Donald sat down. "Poor Olaf," thought Donald, "It's too bad it is so hard for him to say things. He knows a lot about

Norway because his father and mother both came from there, not many years ago. The other day he told me about the fishing boats there and it was surely interesting."

Just then Olaf looked at Donald. Donald looked right back at him. His friendly eyes seemed to lead Olaf on, who seemed to forget for a moment that there was anyone in the room except Donald. Soon, however, Olaf stumbled and stopped, got red and was lost again. By now the children seemed restless and fidgety. Donald felt sorry for Olaf and said, "I wish you'd tell the class all about the fishing boats as you told me, Olaf. You know, Miss White, Olaf knows a lot about Norway. His father and mother lived there a long time." "We should enjoy hearing about them, Olaf," said Miss White. Olaf told them he had many pictures of the fishing boats and would bring them to school. What an interesting time everyone had the next day, looking at Olaf's fine pictures!

Another day Olaf was asked to show, on

the big map hanging in the front of the room, the path Columbus followed from Spain to the New World. He was also asked to tell a little about this voyage of Columbus. As usual, it took him a rather long time to tell the little he could about it. Jessie, who sat near the window, looked out the window, played with her pencil, and wished he would finish and take his seat. When Olaf stopped a moment to think of a word he wanted to use she raised her hand, hoping that Miss White would let her tell about it. She had just read the most interesting things about Columbus and she was sure no one else in the class knew what she did about him. "Dear me," she thought to herself, "Why doesn't Miss White pay any attention to me?" Olaf finished and took his seat, while Jessie still waved her hand.

Read the selection again if you are not sure which pupil was the most helpful.



WHO IS THIS PROUD FISH?

This story is about a fish who has a very good opinion of himself. Read the story and decide whether you think he should be as “puffed up” over himself as he seems to be.

A fish that probably kept the Pilgrims from starving, a fish that helped Columbus discover America (at least some people think it did), a fish whose wooden statue was placed by Massachusetts’ settlers in their State House, a fish that a famous point of land was named after, a fish that everyone

calls one of the greatest food fish of the world! Do you wonder I puff up a bit with such a family record as that?

I suppose, by this time you have guessed my everyday name, and I don't need to remind you that I am a codfish. I live in salt water and am found in the colder parts of the ocean, especially along the Grand Banks of Newfoundland. Perhaps you did not know, though, that our average weight is from ten to thirty-five pounds. Sometimes we weigh seventy pounds and once in a while, if you give us a chance, we grow up to weigh one-hundred-sixty pounds! I guess that's because we are such heavy eaters and are not a bit particular what we have for dinner. Clams, starfish, herring, June bugs, rock moss, scissors, glass, rubber dolls are all the same to us!

Our enemies are the dogfish and halibut. Other fish eat the eggs we lay along northern banks during the winter season. That's why, in order to have a good-sized family,

one fish must lay from two to ten million eggs!

We live in foggy regions. That is why it is quite a dangerous business for deep sea fishermen to come after us in their boats with hand lines and nets. A single ship with eight small boats may catch 55,000 pounds of us in two and a half days though. And then, good-by! We fish find ourselves dried, boned, shredded, and shipped everywhere! People also make fertilizer, glue, and oil out of us. People sometimes take this oil, which is called "cod-liver oil," to get fat. It is also very good for babies.

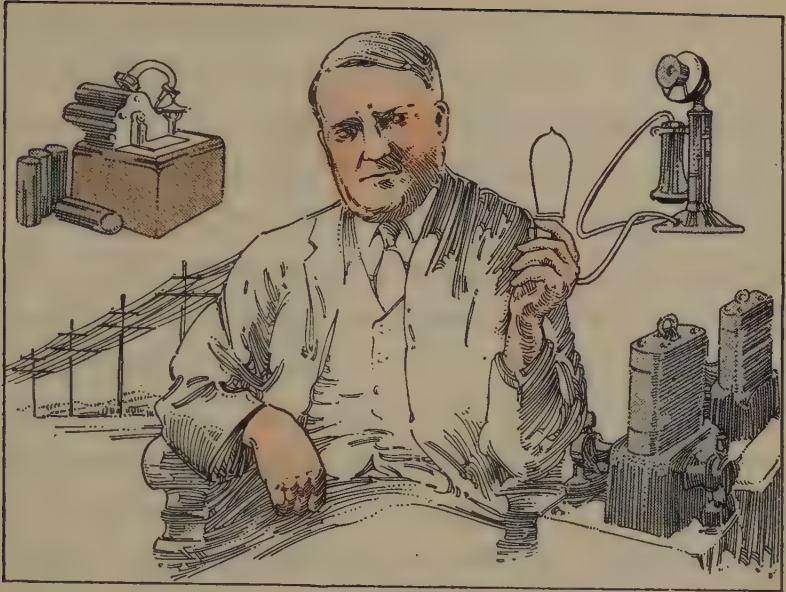


No wonder that in older days our picture was on Newfoundland postage stamps, and on the paper money of Nova Scotia!

Are the following sentences true? Put the numbers of the sentences on your paper and after each, write the word *Yes* or *No*. If the sentence is true write *Yes*. If it is not true, write *No*.

Read over again the parts of the story that you need to in order to be sure your answers are right.

- | | | |
|---|-----|----|
| 1. Codfish live in salt water. | Yes | No |
| 2. Codfish are used to make glue. | Yes | No |
| 3. A codfish usually weighs seventy pounds. | Yes | No |
| 4. Codfish are found along the Grand Banks of Newfoundland. | Yes | No |
| 5. Cod-liver oil helps to make people thin. | Yes | No |
| 6. Codfish lay their eggs in the summer. | Yes | No |



THOMAS A. EDISON

Read this story rapidly to find out the different things Edison has given us.

Every boy and girl knows stories about such great men as Washington and Lincoln. We can not imagine what our country would be were it not for these great men and what they have done for us.

There are a large number of men who have done many things for us, yet most of us know little about them. The man who

invented the phonograph made it possible for us to hear the music of wonderful musicians, even though we never see them and never live near them. Would you like to know some stories about this man?

His whole name is Thomas Alva Edison. He has done so much with electricity, and found so many ways of using it, that men have called him the "Wizard of Electricity."

But a wizard is a sort of witch who changes things by one wave of his hand or a stroke of a wand. Edison made his wonderful new things by working long hard hours. He worked ten years on making a storage battery and tried many many times before he was satisfied with it. So that you see he believed and practiced the old saying, 'If at first you don't succeed, try, try again.'

He was a poor boy and got ahead by working hard. One reason why he worked so hard was because his mother was sure that he could do big things. He says, "She was so true, so sure of me, that I felt I had

some one to live for, some one I must not disappoint."

His father had a small room built in his house with a telescope in it. Perhaps you have never seen a telescope. It looks like a tube, and you look through it to see things far away. Young Al, as Edison was called, loved to look at the moon and stars through this telescope. At this time Al was nine years old.

When he was twelve years old, he started selling papers and candy on a train in order to earn money. In the baggage car he had a shop where he worked, trying to make something new or, as grown people call it, experimenting.

One day while he was working in this shop the train swayed and a bottle of acid was thrown to the floor. It burst into flames and set the car on fire. In the midst of the trouble, the conductor came in. He helped put out the fire, and put Edison out, too. He boxed the boy's ears and put him, his



shop, and all off at the next station. Not only did the conductor spoil Edison's business, but by boxing his ears so hard he also spoiled his hearing.

One day as Edison was selling papers at a railroad station, he saw the small son of the station agent playing between the tracks. A train was coming, but the child did not see it. Edison dropped his papers, rushed to the rescue, and saved the child. As a reward the child's father offered to teach Edison how to telegraph. Imagine what a joy it was to him to be able to experiment with a telegraph set! By working as hard as he could for eighteen hours a day,

he learned telegraphy in a year. He soon became a very skillful telegraph operator, although he was only fifteen years old at this time.

EDISON'S FIRST INVENTION

His first invention was a telegraph which would send two messages at the same time on the same wire. Although he received a large sum of money for this invention he did not stop working. He went right on trying to improve the telegraph still more. He slept in his chair and ate at his desk. Finally he was able to send four messages at the same time over the same wire. Think what a saving this made! This saved the Western Union Telegraph Company in our country from fifteen to twenty million dollars worth of telegraph wires. For this invention Edison received thirty thousand dollars.

Did he stop working then? No! Alexander Bell was working on the invention of the telephone. He had made the receiver, but

he could not make a good transmitter, which is the part of the phone into which we speak. So Edison got to work and invented a transmitter like the one we use today. For this invention he received one hundred thousand dollars in America.

KEEP UP YOUR SPEED

THE PHONOGRAPH

What do you think we would have missed if Edison had stopped working when he had all of this money? We would have missed the phonograph. While Edison was working on the telephone, his keen eyes and mind noticed something that others might have missed. He experimented with the idea until he had planned a talking machine. Can you guess what the first record was? It was "Mary had a little lamb." Edison spoke this nursery rhyme into the machine. When the machine was slowly turned on, back came the voice of Mr. Edison, repeating the rhyme.

ELECTRIC LIGHTS

If Edison had stopped working after he had invented the phonograph, we would have missed something else. We would not have the electric light bulbs that shine so brightly about us at night were it not for Edison's patient work. The first electric lights were too bright, too large, and too expensive for homes and stores. Edison had an idea that a small glass globe with a thread of some kind in it was needed. If a thread could be found which could be heated by electricity, he thought that it would give out the right light. The hardest part would be to find the right material for the thread. He tried many things, but they were not just what he wanted.

After working faithfully for weeks he spied a bamboo fan hanging on the wall. Bamboo fans are made from the leaves of a plant called the bamboo. "There," he thought, "is the only thing I haven't tried." He took a thread from the fan and tried it.

It was just what he wanted! Next, he decided that he must find which kind of bamboo would be best, because there were many kinds. He then sent men to every place where bamboo plants were known to grow. Over 6,000 kinds were brought in. He found that the bamboo from the jungles along the Amazon River in South America made the most perfect thread. This hunt for bamboo cost Edison \$100,000 but he did not mind that, for at last he was able to give the world electric lights.

It was not long before electric lights were hung among the trees at Menlo Park, a small New Jersey town where Edison lived, and people came from New York and other places to see the wonderful sight.

Was Edison satisfied to stop working now? Had he not given enough to the world? No, he had only started. He went right on with his work making many new things such as dynamos, engines, fuses, switches, meters, motors, and everything he

could think of so that electricity could be sent in larger amounts to places farther away.

Edison worked so long and so hard every day, that I just cannot begin to tell you all of the wonderful things he did. But some day when you are older you can read in other books about how he built the battery, and how he worked thirty-four years to invent the moving picture machine.

And do you realize that he has been deaf ever since he was put off the train that day? When he was seventy-seven years old, he was told that an operation on his ears would make him hear again. He said, "I have learned to think by being shut away from confusion and sound, and I have a lot more thinking I want to do before I die. If they fix up my ears, I'll have to learn how to do it all over again. I haven't time to lose!" So he was not operated upon.

This great man has used his strong body and his quick mind to work hard and long

for the good of all of us. He is one of the greatest inventors who has ever lived.

I. In the two columns are a number of things told about in the story. See if you can find in the second column the match for each thing in the first column. Show the pairs on your paper by number and letter as: 1—a. Number one in the first column matches letter a in the second; for the story tells us that Edison, or young Al, loved to look at the moon and stars through a telescope.

Read over the story or parts of it as many times as you need to in matching these two columns.

- | | |
|-------------------|-----------------------|
| 1. Telescope | a. Look at moon and |
| 2. Telephone | stars |
| 3. Transmitter | b. Bamboo from |
| 4. Phonograph | jungles along the |
| 5. Telegraph | Amazon river |
| 6. Electric light | c. Four messages on |
| | one wire |
| | d. Alexander Bell |
| | e. One hundred thou- |
| | sand dollars |
| | f. "Mary had a Little |
| | Lamb" |

II. Write the numbers on your paper of the things given in the first column that Edison invented.

ARITHMETIC WORD-TEST PROBLEMS

If you know the words and read carefully, these problems will be easy. Write the answers on your papers.

I. A man bought four cows and paid for two. For how many did he still owe?

II. A boy saved 25c one week and spent 20c the next week. How much did he have at the end of that week?

III. John earned \$16 and bought a suit that cost \$8. How much did John spend?

IV. A boy had 10 pieces of candy. He divided them equally with his sister. How many pieces did she get?

V. A man earned 10 dollars in one day and spent half of it. How much had he left?

VI. If you give the post-office clerk a dime for a two-cent stamp, how much change do you get?

VII. Which is the cheaper, a 10c tablet or a 5c tablet?

VIII. A man went to the store and sold 10 dozen eggs and then bought 50 pounds of flour. What did he have when he left the store?

IX. How many pints does a quart contain?

X. If two pencils just alike cost 10c, what do they cost apiece?

EXTRA PROBLEMS

Answer if you have time.

XI. Mrs. Smith bought the following things at the store: thread 10c, cloth 70c, and needles 20c. What was her bill?

XII. A train goes 30 miles an hour. At what rate does it travel?

XIII. If a boy walks around a block, how many blocks does he walk?

XIV. Six boys had 10 marbles apiece. How many had they altogether?

XV. A boy gets 25c a week. He deposits 5c each week in the school bank. How much does the boy save a week?

ARITHMETIC PROBLEMS

These problems ask you to do two things. Read the problem first and decide what facts you need to use. Write the numbers of the facts you need to use on your paper. Read the problem again to find out what process you should use. Write the letter of the process on your paper.

Remember your problem-reading rules:

<p>What does the problem tell you? What are you asked to find? What facts do you need to use? What should you do to get the answer?</p>

I. A man sold 4 hogs weighing 800 pounds in all for 12c a pound. How much did he get for the hogs?

What facts do you need to use to get the answer?

1. 4 hogs.

2. 800 pounds.

3. 12c.

Do you

{	A	add
	S	subtract
	M	multiply
	D	divide

II. A boy bought 20 chickens and a rooster. He got 105 eggs the first week, 112 the next, 116 the next, and 108 the next. How many eggs did he get in the four weeks?

What facts do you need to use to get the answer?

1. 20 chickens.

2. 105 eggs.

3. 112 eggs.

4. 116 eggs.

5. 108 eggs.

Do you {
A add
S subtract
M multiply
D divide

III. A farmer bought 2 teams of horses for \$800. One horse in each team died. He sold the other two for \$400. How much did he lose?

What facts do you need to use to get the answer?

1. 2 teams.

2. \$800.

3. 2 horses died.

4. 2 horses sold.

5. \$400.

Do you {
A add
S subtract
M multiply
D divide

IV. Mary went to the store and bought 6 yards of cloth for two dresses at 40c a yard. How much did the cloth for the dresses cost?

What facts do you need to use to get the answer?

1. 6 yards.
2. 2 dresses.
3. 40c a yard.

Do you $\left\{ \begin{array}{l} \text{A add} \\ \text{S subtract} \\ \text{M multiply} \\ \text{D divide} \end{array} \right.$

V. A farmer bought 4 pieces of land. There were 360 acres in the 4 pieces. He paid \$25 an acre for the land. How much did he pay for the 4 pieces of land?

What facts do you need to use to get the answer?

1. 4 pieces of land.
2. 360 acres.
3. \$25 an acre.

Do you $\left\{ \begin{array}{l} \text{A add} \\ \text{S subtract} \\ \text{M multiply} \\ \text{D divide} \end{array} \right.$

A SAVINGS ACCOUNT

Read this story to find out how you can start a savings account.

All wise people save. Even the squirrels and bees, as well as other animals and insects, know that it is a good plan to put away something for future use. While bees and squirrels save food, people have found that money is the best thing for them to save, for with it they can buy the things they most need.

One of the best ways for you to save is to put your money in a bank. If you keep it at home, you may lose it, or be tempted to spend it. Your money is safer in a bank. To open a savings account it would be best for your father or mother to take you to a bank. To start a savings account you must have at least a dollar, and some banks ask that you have at least five dollars. Go to the window which is marked *New Accounts* or

Savings Accounts. The man at this window will ask you several questions and write the answers on a card. You then give him your money. He will next write your full name on a little book. This is called a "pass book." In it he will also write the date and the amount of money you gave him. He will then give you the book. He also keeps a record of all this for the bank.

WHAT ARE YOU TRYING TO FIND?

All this takes but a few minutes! How proud you will feel after that, knowing that you have a pass book just like your father's, and have money in a bank.

One of the nicest things about a savings account is that your money is earning money for you! The bank pays you for letting them keep your money because they use it in many ways. Most banks will pay you three cents for every dollar that is left in a savings account for one year. At that rate how

much money would five dollars earn for you in one year? Money that is earned in this way is called "interest."

After you have opened a savings account it is best to wait until you have saved at least a dollar or more before you visit the bank again. Take your pass book along with you each time you wish to deposit money so that the man at the savings account window can keep a record of your money in it for you. Take good care of your pass book. Usually, on the front cover are the following instructions:

TAKE CARE OF THIS BOOK

It must be presented when money is deposited or withdrawn.

If lost or stolen, notify the bank at once.

If you need some of the money you have been saving, all you need to do is to go to the bank with your pass book and ask for as much of it as you need. It will be given

to you right away. A record is also kept of the amount drawn out. A wise person saves as much as he can and draws out money only for things which are necessary.

Below are some sentences with one word or more left out. Put the numbers of the sentences on your paper. After each number put the word or group of words that has been left out.

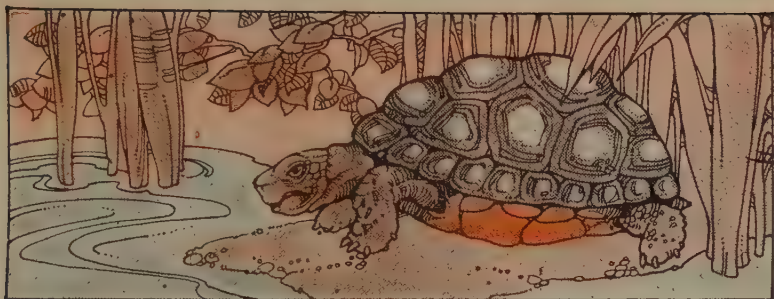
1. People have found that the best thing for them to save is
2. One of the best ways to save is to put your money in a
3. In most banks you must deposit a to start a savings account.
4. A pass book tells you how much
 - a. money the bank has.
 - b. money you have deposited.
 - c. money you have spent.

TURTLES

Have you ever seen a turtle? This story tells you some things about turtles which you may not know.

A. Turtles are found in almost all places where there are lakes, creeks, and rivers, and also in the ocean. B. They are odd animals that live in shells which protect them. C. These shells are dull green or brown with yellow spots, and because they are very tough, they protect the turtle. D. Turtles need this protection because when they come on land they are so slow and clumsy that they cannot run away from their enemies. E. They can draw their head and feet into the shell, though, and feel quite safe. F. If turtles are turned on their backs, they sometimes cannot roll over.

G. The turtle is a homely animal. H. Its head seems too small for the rest of its body. I. Sometimes the body of the turtle is as



large as a wash-tub. J. Its short broad legs look like paddles which help it to swim swiftly. K. The turtle spends most of its life in the water so that these legs do much work.

L. Because so much of a turtle's life is spent in the water, most of its food, such as sea weed, is found in water. M. A turtle comes to shore when it wants to lay its eggs. N. It digs a hole in the sand with its hind legs. O. This hole is about eighteen inches deep and in it are sometimes put as many as two hundred eggs. P. Then the turtle covers the hole and returns to the water. Q. The heat of the sun on the sand hatches the eggs.

Each sentence in this story has a letter before it. Put the number of the questions below on your paper. After each put the letter of the sentence which answers it.

1. What protection has a turtle?
2. What do turtles eat?
3. What causes the turtle's eggs to hatch?
4. When is a turtle helpless?



MINNEAPOLIS

One of the most important manufacturing cities in our country today is Minneapolis. Nowhere else in the world is so much flour made.

Have you ever stopped to think that great cities do not just “happen” to be great? There are always very good reasons why some cities become famous. Let us read about how Minneapolis came to grow and how it became such a great wheat and flour city.

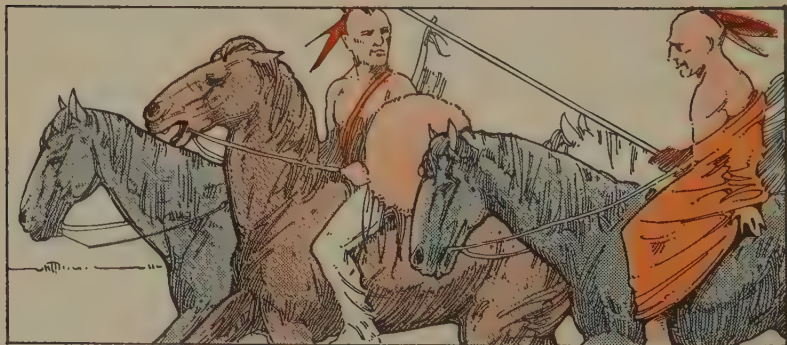
THE INDIANS

The first part of our story goes back to the time before the white men came to this region. What was it like? It was a region covered with a wonderful forest. I could

never tell you all the kinds of trees found in that region. There were soft wood trees like pines, and hardwood trees like maples and oaks. There were many wild fruit trees such as plum, crab apple, and black cherry. Scattered through the woods were many shrubs and vines, such as raspberry, gooseberry, grape, and others.

In these early days, such wild animals as the bear, deer, beaver, and others lived in these woods.

Who were the first people here? They were the Indians. The tribes of Indians around this region were unusually fierce and cruel. They belonged to the Dakotas and



Chippewa tribes. They were deadly fighters and many bloody battles were fought between them. They lived all over this region, gathering berries in the summer and wild rice in the late fall. They fished in the lakes and went from woods to woods hunting. Every year, in November, they went to the plains to take part in a buffalo hunt to get meat for the winter. Their chief foods were the meat of animals and fish.

The children had no schools. While they were still small they learned how to use bows and arrows. They heard so much about war and hunting, that they thought that all there was for anyone to learn was how to fight and hunt. At sixteen an Indian boy had usually made his war club, and had already gone on the war path and destroyed things. Each little girl learned to make clothing for her father and brothers, and to make bead work for decorating the "braves" as the Indians liked to call their best fighters.

You may think that the Indians' life was much like a vacation, with fishing and hunting and no school to go to. This was not so, for they had to work to live and often they had to do without things which they wanted. The squaws, or Indian women, carried the tents from place to place. When a tent was to be set up, the squaw would cut poles about ten feet long, fasten them together at the top, and cover them with skins that were sewed together. A fire was built on the ground in the middle of the tent and over it a kettle was hung. The family sat around the fire while the squaw gave out the food.

The Indians had no settled homes, no clean clothes, no books, no movies, and no radios. They had no dishes, no knives, forks, nor tables. If the men had killed an animal, they had a good meal; but if they had not, the meal was a poor one, for there were no stores in which to buy food.

In the summer they ate and lived almost entirely out of doors. There was no regular

time for eating and sleeping. They often feasted for days and nights at a time, and then, at other times, they were hungry.

The men wore shirts, trousers, and leggings of buckskin. Their clothes were often beautifully decorated by the squaws. After the white men came, the Indians dressed in gay blankets. They painted their faces and clothes with dyes which they made themselves. They wore ornaments of shells, teeth, feathers, and anything odd or glittering that they could find. Their ornaments were called "wampum," and they were used by them instead of money when they traded. Anyone who had scalped a man was allowed to wear an eagle feather in his hair. Sometimes the feather bonnet of a great chief reached to his knees, because he had killed so many people.

As time went on they settled down for a part of the year and raised corn or maize, tobacco, squash, and potatoes. They had ponies and dogs. There were at least ten

Indian villages where Minneapolis now stands.

This story about the Indians gives us a picture of the early life where great flour mills now stand. It will help us to understand what this region was like before the white men came here.

Below, after each Roman numeral, I, II, and III, there is a part of a sentence. After each one there are some groups of words. Pick out the group of words that best finishes the sentence. Write the Roman numerals on your paper. After each one write the number of the group of words that best finishes the sentence.

- I. The region where Minneapolis now stands was once
 1. covered with forests of many different kinds of trees.
 2. covered with brush, such as raspberries, and a few trees.
 3. covered with soft-wood trees.
- II. The Indians got most of their food
 1. from the white people.
 2. by fighting for it.
 3. by hunting and fishing.

III. The Indians liked to live

1. in the same place all the time.
2. close together in villages.
3. in one place for a short time only.

REMEMBER FOR WHAT YOU ARE READING

THE FIRST WHITE PEOPLE

Now we are ready to know about the first white men who came to this region. They were French. They came to trade with the Indians for furs. These men liked to explore and hunt. They traveled in canoes with the Indians, and lived in their camps. Besides explorers and fur traders there were other Frenchmen who came to teach the Indians to be Christians and give up their wild ways.

One of these Frenchmen was Father Hennepin, a priest. He and the men who were with him were captured by the Indians while they were in the land which is now Minnesota. Their lives were spared, however, when Father Hennepin promised them

that he would help them to trade furs with the French. The Indians liked the little trinkets, like beads and jewelry, that the French gave them for the furs. Father Hennepin with his men made a camp in the place where Minneapolis now stands. There he baptized many Indian babies.

While he was there he discovered some beautiful falls which he said were forty or fifty feet high. In a tree near by, he cut a cross and the sign of France, and named the falls "St. Anthony Falls." These falls have helped to build the great city of Minneapolis.

Father Hennepin wrote a book about his life in this region, and he also made a dictionary of the Dakota Indian language. He will always be remembered because he was the first white man who saw St. Anthony Falls.

Other men came to trade with the Indians. A fort was built near St. Anthony Falls to keep order in that region. The old fort was later called Fort Snelling and is called by



the same name even today. Here a Sunday school was started by one of the officers' wives for the children of the fort. A school for the Indians was started not far from there. The Indians were taught to make gardens. Here, too, the boys learned trades and the girls learned how to do housework.

Colonel Snelling, after whom the fort was named, built a saw mill at the St. Anthony Falls where trees could be sawed into lumber. The water from the falls turned the wheels of the saw mill. Most of the furniture of the fort was made here. The soldiers built better houses for their families and also a better fort. Most of the buildings, however, were made of limestone which was found near by. The soldiers had farms and planted corn and wheat. The fort soon grew and prospered. Mail was received by a special messenger from Wisconsin, but it did not come oftener than once in five months.

While all this was going on, tons of beaver and other skins were sent from this region

to Europe, where people wanted such furs very much. The men who caught animals were called trappers. They usually worked for a company. The company built a store which was nothing more than a large wooden shed. It was piled high with the things the Indians loved and the things that trappers needed, such as blankets, paddles, moccasins, snowshoes, tobacco, and many other things. Here the trappers brought the furs of all kinds of animals such as the beaver, muskrat, and mink. During these early trapping days, there were forty different kinds of furs in this region. The trappers knew well how to catch each animal without harming the skins.

After the furs were sorted and pressed into great bales, they were sent away in canoes along the many rivers.

The Indians tried to harm the white people a number of times. At last, promises to be peaceful, which were called treaties, were

made between the Indians and the white people. Then Fort Snelling did not seem to be needed any more. The land about it was sold and the fort was deserted.

John Stevens, a fur trader, was one of the early settlers in this region. He is often called the Father of Minneapolis. He bought some land on the Mississippi river bank where he built a home. The settlement which grew about his land became the city of Minneapolis. He made the first street, which he called "Washington." His house became a meeting place for many people.

The first man to come to this region who was not a fur trader was Franklin Steele. He built the first lumber mill, and started the lumber business in this region. Soon Scotch, Irish, and Swiss settlers settled about the falls. They brought cattle with them, built their homes, and raised enough in their gardens for their own food. The little settlement at the falls was called "St. Anthony."

Mail was first carried by Indian runners, later by dog sleds, and in summer by canoes. Finally a time came when it was carried by steamboats and railroads.

Some of the following sentences tell things about which you read in the story. Some do not. Write on your papers the numbers of those sentences that tell something which you read. Read the story again to be sure you know what it tells you.

1. The Frenchmen who first came to this region came to fish.
2. Snelling was the first white man to see St. Anthony Falls.
3. The first white people in this region came to get furs.
4. Fort Snelling was built to keep order in this region.
5. The Indians were taught to make gardens and keep house.
6. Only a few kinds of animals were hunted here.

7. One of the first white people to come to this part of the country was Father Hennepin.
8. A sawmill was built near St. Anthony Falls.
9. The furs were tied in bales and most of them were sent to Europe.
10. John Stevens, who settled on the land where Minneapolis now stands, made the first street in Minneapolis.

MINNEAPOLIS AND LUMBERING

Now we come to the second great industry which has helped build up Minneapolis. The first, we must remember was the fur trading. The second was lumbering. The fur traders began to bring back to the settlements of Minneapolis and St. Anthony, stories of great trees. Men were given permission to go out and cut them. Great lumber companies were started and sawmills were built. The sawmill at St. Anthony Falls was unusually busy.



READ RAPIDLY!

The early lumberman like the trapper had a lonely life. He often had with him only one companion. The lumberman found the best sections of timber, bought them from the government, and cut off the trees.

The lumbering was done in the winter. Logging roads had to be built so that the large trees that were cut down could be pulled over them. The ruts in the road were filled with water, which became hard, smooth ice. This made it easier to draw the trees over them.

After a big tree was chopped down, it was dragged by oxen or horses to the river. There the tree was cut into logs. In the spring the logs were rolled into the water and floated down to the sawmill, where they were sawed into lumber.

The lumber trade was the great thing that helped to build up Minneapolis in the beginning. The sawmills of Minneapolis sawed two-thirds of all the lumber in Minnesota. So many logs were sent down the Mississippi River to Minneapolis, that now Minnesota has few forests left. Much lumber was wasted by carelessness and forest fires. To-day there are only a few lumber mills left in this region.

As the lumbering was carried on, fur animals grew scarce because the forest was their home. So we find two great industries disappearing from Minneapolis.

Which one of the paragraphs on the next page best tells about lumbering in the country around Minneapolis? Write the number of the paragraph on your paper.

1. The country around Minneapolis was covered with many kinds of trees. Lumbermen cut these trees, and sawed them into lumber. The lumbermen led lonely lives. They did most of their work in the winter.
2. In the early days, much lumbering was done around the region where Minneapolis now stands. The trees were cut, dragged to some river, and floated down the river to sawmills, where they were sawed into lumber. Many sawmills were built in Minneapolis, and this is one reason why Minneapolis grew to be a large city.
3. At first there were many trees in the region around Minneapolis. Now there are only a few trees left, because much lumber was wasted and because there were many forest fires. Because there are only a few trees left, there are few wild animals around this region.

MINNEAPOLIS, "THE FLOUR CITY"

Now we are to read about the raising of wheat which makes Minneapolis a great city today. The Indians who gathered wild rice and corn were perhaps the first farmers in this region. They did not get good crops because they did not know how to farm well.

The first wheat was grown far to the north around the Red River. This region has very rich soil and the people still raise so much wheat that it is often called the "World's Bread Basket." Soon wheat was grown in many places in Minnesota. The grain was cut by hand with little sickles and tied in bundles with small twigs. It was stored all winter and cleaned by men, women, children, and by the wind which blew through it. It was threshed on a barn floor with a flail, which is really nothing but two pieces of wood fastened together with a piece of leather. The grain was then "whipped" so

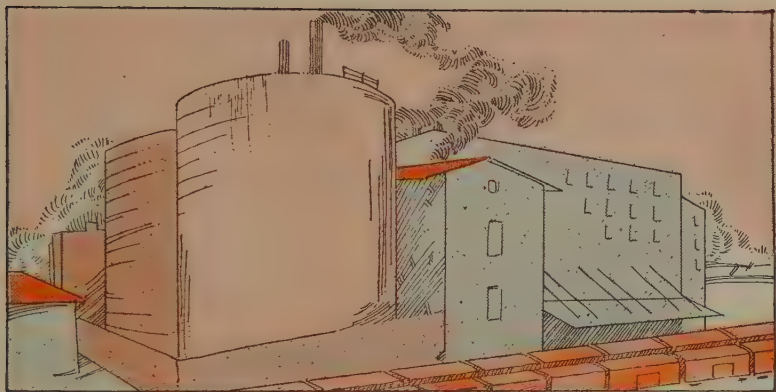
that the grains separated from the shell around them. Next it had to be ground into flour. This grinding was done in different ways. There were few mills so that much of the grinding was done by placing the wheat between two stones which did the grinding as they were turned.

Raising wheat and making flour took much time and was hard work, because there were no machines as we have today to help the people. Later on plows, reapers which cut the grain, and threshing machines were made. Today we have a great harvester which cuts and threshes the grain, and puts it into sacks. Instead of horses, these great machines use engines. They hardly seem like machines at all, but more like great living giants.

Another thing which helped the farmers was the railroad. The first farmers of this section had no reason to raise more wheat than they could use themselves, because it was so hard to take it to a market to sell.

There were no roads and it was very hard to send grain down the rivers even by boat. So it was very necessary, if the farmers wished to raise large enough crops to sell, that they have roads and railroads. Railroads were built and the main railroads of this region went to Minneapolis.

In time the millers learned better ways of making flour. This change in making flour helped Minneapolis more than anything else. The first mill was built at St. Anthony Falls, which is part of Minneapolis now. This small mill, which was run by waterpower, ground the little wheat that was raised by the soldiers for their families. The Minneapolis mills of today are quite different from this first mill. They are now run by electricity and the wheat is ground by steel rollers. After the wheat is ground it is sifted through cloth until it is fine and white instead of yellow and coarse as it used to be. It keeps for a long time and has all the best parts of the kernel in it.



People from all over the world have learned about this fine flour made in Minneapolis. Thousands of people have come to this region to raise wheat where the forests once stood. The mills have grown larger and larger, until now Minneapolis leads as a flour city. These mills of Minneapolis grind nearly one-third of all the flour in the world. As long as the farmers of this region take care of the soil, Minneapolis will always receive thousands of carloads of wheat each year from them.

This has been a long story, but the fur trade, the lumbering, the Falls of St. An-

thony, and the wheat growing were all needed to make the Minneapolis of today. Other great cities have interesting stories to tell, too, of how they became great.

Below are some sentences with words left out. There is a number before each place where a word is left out. Write the numbers on your paper. After each number write the word that has been left out. Read this part of the story again if you need to, so that you will be sure to write the correct words.

Wheat grew well in this region chiefly because of the (1).....

More wheat was grown when it could be sent to markets by (2).....

Most of the mills of today are run by (3).....

The flour made in the mills of today is (4)..... and (5)..... than the flour that was made by grinding the wheat between two stones.

Raising wheat and making it into flour takes much less time now than it used to because we now have (6).....

ARITHMETIC WORD-TEST PROBLEMS

You need to be careful if you are to get the right answer to these problems. Write the number of your answer on your paper.

I. A gardener needed poles for his tomato plants. There were eight rows of plants and sixty-nine plants in each row. Find the number of poles he needed.

The answer tells you {

1. how far
2. how much
3. how many
4. how long

II. Marie cut out 21 paper dolls. She lost 4. How many did she have left?

The answer is {

1. more than she first had
2. less than she first had
3. as many as she first had
4. the same number she first had

III. Ruth paid 35 cents for two goldfish and a bowl. She gave the clerk a dollar bill. How much did he give her back?

The answer tells you	{	1. the payment
		2. the bill
		3. the change received
		4. the expense

IV. Thirteen pupils of a class were absent. The rest of the class went on a trip to study birds. If 25 went on the trip, how many were in the class?

The answer tells you	{	1. the remainder
		2. the total number
		3. the difference
		4. the product

V. Charles saved \$1.38 to buy his dog a collar. If the collar cost \$1.20 how much money did Charles still have after buying it?

The answer tells you	{	1. the entire amount he had
		2. the sum
		3. the cost
		4. what part was left

EXTRA PROBLEMS

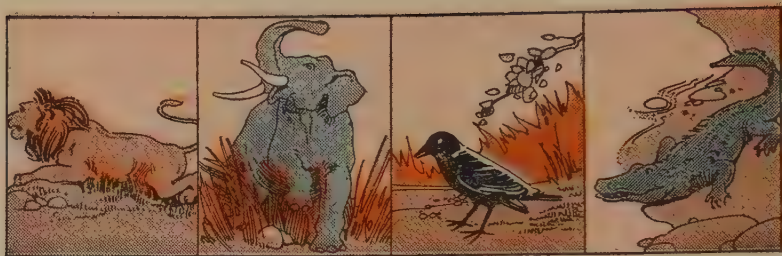
Answer if you have time.

VI. Jane lived 5 blocks north of school. Mary lived 4 blocks north of Jane. How far did Mary live from school?

The answer tells you	{	1. the distance 2. how much farther 3. the difference 4. how much nearer
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VII. Two boys helped a farmer pick beans. They picked eighty pounds in 5 hours. How many did they pick in 1 hour?

The answer tells you	{	1. the sum 2. the whole amount 3. the average 4. the difference
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THE AGES OF ANIMALS

This lesson tells how old a number of animals live to be.

No one knows exactly how old animals that always live in the wilds grow to be, but records have been kept of animals that have been tamed by men. Men who study animals are able to tell about how old they are by looking at their teeth, bones, and other parts of their bodies. Turtles, toads, crocodiles, and many reptiles, have the longest lives of land animals. Some live to be three hundred years old. The elephant is thought to live about one hundred years. Whales live five hundred years, and some men think that some whales may live to be a thousand years old! There are whales in the ocean today that were hundreds of years old when Columbus discovered America.

Tamed animals do not live long. A dog is old at twelve and dies at about fifteen. A few have been known to live until twenty, but they were blind and feeble for the last years. Cats live from thirteen to fifteen years, although wild cats and lions, live to be forty. Horses and cows are old at twenty, and die before they are thirty.

Of all the birds the little singers have the shortest life. They live from three to fifteen years, although some pet canaries have lived for twenty-five years. The crow, swan, and eagle often live to be a hundred. The rule seems to be that the largest animals of each class live the longest.

Write the answers to these three questions on your paper.

1. Which animal mentioned in the story lives the longest?
2. Which birds have the shortest life?
3. In general which animal of each class seems to live the longer, the largest or the smallest?

ESTIMATING THE ANSWER TO ARITHMETIC PROBLEMS

In the lesson before this one you have learned to read problems carefully. In this lesson you are going to learn to estimate your answers before you work the problems.

After you have read the problem and decided what to do you should try to think what would be a reasonable answer. If you then do the work and find that your answer is much larger or much smaller than the answer you estimated, you should do the work over. In many problems you can estimate very close to the answer.

A boy bought 5 balls of twine at 22c a ball. How much did he spend? In this problem, the 22c is a little over 20c and 20 is a number you can multiply by 5 in your head. $5 \times 20c$ is 100c. You would estimate the answer to be a little over 100c.

Put the number of the answer you think the best or most reasonable on your paper.

I. Four boys went to the boy scout camp for a week. It cost each boy \$4.95. What did it cost the four boys together?

Remember that \$4.95 is about \$5.00.

Which is the most reasonable answer?

- (1) \$19.80 (2) \$10.20 (3) \$51.30

II. John had 18 chickens. He sold them for \$1.00 each. What was the total amount he received for them?

Which is the most reasonable answer?

- (1) \$50. (2) 60c (3) \$18.

III. Each of the 11 men on the football team got a sweater which cost \$5.00. How much did it cost to buy all the sweaters?

Which is the most reasonable answer?

- (1) \$550.00 (2) \$5.50 (3) \$55.00

IV. James and John sold some old iron to the junk dealer for \$5.80. How much did each get if they each received $\frac{1}{2}$ of the amount?

Which is the most reasonable answer?

- (1) \$25.00 (2) \$2.90 (3) \$.29

V. Mary joined the girl scouts. Her father gave her a ten-dollar bill to get her suit. It cost \$5.60. How much did she give back to her father?

Which is the most reasonable answer?

- (1) \$4.40 (2) \$1.40 (3) \$44.00

VI. Jack's mother bought him a pair of shoes for \$5.00 and a suit for \$15.50. How much did she spend for both?

Which is the most reasonable answer?

- (1) \$20.50 (2) \$10.50 (3) \$65.50

VII. A woman baked 5 cakes and sold them for \$5.00. How much did she get for each cake?

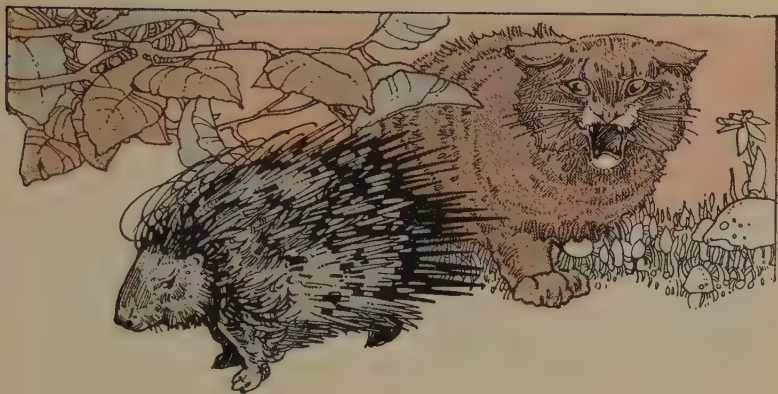
Which is the most reasonable answer?

- (1) 50c (2) \$500 (3) \$1.00

VIII. Margaret bought 10 yards of cloth at the store for 17 cents a yard. She gave the clerk a five-dollar bill. How much change should she receive?

Which is the most reasonable answer?

- (1) \$3.40 (2) \$.40 (3) \$1.70



THE PORCUPINE

The porcupine is a very stupid, slow-moving animal. How do you suppose he is able to protect himself from his enemies?

Porcupines are found most often in the northern part of our country. They feed upon the bark of trees. They also like salt and greasy leather. Their hair is dark brown. When their quills are raised up, they look like very fat animals. A large porcupine may be a yard long from the tip of his nose to the tip of his tail.

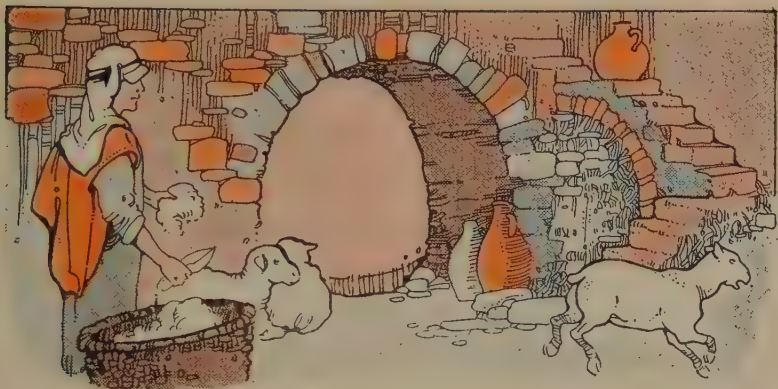
There is one thing about a porcupine which makes us especially interested in him. He does not have a coat made of fur as most

animals have. Instead, he has quills among his hairs. These quills are sharp pointed needles from four to six inches long. They are used to protect him. The porcupine moves very slowly and is very stupid, so that if it were not for his sharp quills he would be very easy to catch.

Many people think that the porcupine shoots his quills at his enemy. But this is not true. When he is frightened or angry, the quills along his back and short tail stand up just as the hair on a cat's back stands up when it is frightened. When the enemy is close enough, the porcupine strikes with his tail and drives the pointed quills from his tail into whatever he strikes.

Put the numbers of the sentences below which are true on your papers.

1. The porcupine lives on the bark of trees.
2. The porcupine can shoot his quills.
3. The porcupine can strike with his tail.
4. Porcupines are found most often in the northern states.



SHEPHERD LIFE

Sheep are very stupid animals. They always need to be protected. This is one reason why there are shepherds whose work is to care for sheep. This story will give you an idea of the life of the shepherd.

SHEPHERD LIFE IN THE HOLY LAND

You perhaps know the story of David, the shepherd boy. If you traveled to Palestine or the Holy Land, you would be in the place where he lived. Today, shepherds live there in nearly the same way that David did, and as the shepherds lived in the time of the first Christmas.

There are three classes of people in the Holy Land and they are very different from

each other. There is the Bedouin tent-dweller, who is a wanderer, and who earns his living through his herds and flocks. A second class is made up of merchants and workers who live in the cities. Few of these city people raise flocks. Some of them, though, raise cows so that the city people may have fresh milk.

In the other class of people are the peasants who are farmers. They live in villages. Their houses are built of stone and are huddled together. To the farmers, flock raising is important although they also raise crops. We are most interested in these peasant shepherds.

The homes of these peasants are in villages which are usually built on the mountain sides. They sometimes remind us of little castles. They are built of stones from the mountains. The stone walls are three or four feet thick. Their ceilings and roofs are of stone. Except for a strong wooden door which is hung on iron hinges and the few

wooden shutters for the tiny windows, stone and mortar are the only building materials used.

The thick walled house has only one room. A high floor is built across the back half of the room. Steep, narrow steps lead up to this high floor. This is where the family lives. The windows are small and covered with iron bars. There is always a chimney and an open fireplace. There is also a row of bins, made of bricks, which contain wheat, barley, figs, and raisins for the winter's food supply. Then, too, there are large jars of olive oil which is used much by these people. Behind this row of bins the food for the animals is stored.

Perhaps you are wondering where the family sleeps. There is always a large opening in the wall, which holds a pile of bedding. This is folded up during the day, but at night it is spread out on the floor for the family to sleep on.

The lower part of the house is the stable.

Along the walls are stone mangers to which the plow oxen, cows, and camels are tied. The sheep are kept on this floor, too. They are separated from the rest of the cattle by piles of thorn bushes which the peasants gather for the winter fuel.

In front of the house is a yard for the sheep. It is surrounded by a high wall of stone. There is only a single door in the wall. This door leads to the street or winding road along which the village is built.

The shepherd is usually the youngest worker of the family. As soon as the oldest son is old enough to help the father with the sowing, plowing, reaping, threshing, and olive picking, a younger son takes his place with the flock. In this way the work as family shepherd is passed down until it reaches the youngest son.

How does the shepherd spend his time? In the morning he places some small loaves of bread, some cheese, and olives in his leather bag. He unbolts the heavy door and

leads his sheep to the fields. At the close of day, as the flock comes back to the fold, the shepherd stands in the doorway and counts the sheep as they come in. He uses his rod to drive away any animals that do not belong to the flock. At night he sleeps on the flat roof of the house so that he can look down upon the sheep. The high stone wall is around the sheep and the door is locked, but there are always thieves to be feared.

Although he must watch his sheep day and night the shepherd's life is quite pleasant. It is only during the summer when he must be off to new pastures, that his life is a bit lonely.

The shepherd boy wears a simple robe of cotton, strapped around his body by a leather belt. His coat is of camel's hair or of coarse homespun wool. This coat, or aba, as it is called, is warm and the rain does not go through it. It takes the place of a blanket. When the shepherd is out at night, he wraps his aba about him and, with



a stone for a pillow, he sleeps. On his head he wears a folded square cloth of white cotton which is held fast by a thick black cord of goat's hair.

Although most of the peasants go barefooted, the shepherd boy must always wear

something on his feet because he must travel over thorns and rocks. His shoes are made of ram's skins and are dyed red. The soles are of camel's hide and are held in place by a leather strap.

The shepherd carries a rod and a staff. The rod is a light weight stick and the staff is a heavy cane. He also carries a bag which is fastened across his shoulders. This is made of kid skin. He keeps his bread, olives, and other food in it, and also flint, steel, and tinder for striking a fire. He usually carries a knife and a large sling shot which he made for himself. During the hours when he watches the sheep he practices at slinging and soon learns to shoot very well. With this sling shot he can throw a stone ahead of a wandering sheep when it does not pay attention to his call. He may also drive off beasts which are enemies of the sheep. He usually carries a flute made of reed. On this he can play a few tunes and this helps him to pass the time.

In the spring the sheep are sheared by hand with large shears and then put out into the sheepfold. Then the pastures are green and there is much food for the sheep. It rains very little in this region during the summer. For this reason the land soon becomes dry, and food for the sheep becomes scarce.

It is soon harvest time and the grain is reaped. The gleaners, who are the poor people of the village, follow the reapers and pick up the remains of the harvest. After the gleaners have gathered all they can, the shepherd comes with his flock. The sheep eat what is left. After this they must seek pasture in the desert where there are bunches of dry grass every now and then. Sometimes, the sheep have to go so far to get enough food, that they cannot go to their fold at night. Then the shepherd camps near a running brook and perhaps sleeps in a cave. It is only during the summer that he wanders so far from the village.

During the winter there are showers and often hail storms. Once in a great while, snow flakes fall. During this season the shepherd finds very little food for his flock. The nights become colder and the sheep are often stabled in the house.

Put the numbers of the following sentences on your paper. After each write the word or words which are missing in the sentence.

1. The shepherds' houses are built of
2. The shepherd is usually the worker in the family.
3. The son helps the father with the sowing, plowing, reaping, threshing, and olive picking.
4. At night the shepherd sleeps on the of the house so that he can protect his sheep against thieves.
5. He uses his to drive away the enemies of his flock.
6. After the harvest, the shepherd takes his flock to the where there are bunches of dry grass every now and then.

7. During the winter the sheep are often stabled in the

SHEPHERD LIFE IN OUR COUNTRY

READ RAPIDLY

Our own country, too, has its shepherd life, although we call our shepherds, "herders." Thousands of sheep are raised in the region east of the Rocky Mountains. Here most of the land is so dry that nothing but bunch grass grows. It is called bunch grass because of the way it grows. This grass turns to hay during the dry summer months and is not cut. The sheep feed on it just where it grows. The farms or sheep ranches as they are called are far apart, because sheep need to graze over a large stretch of ground in order to find enough food.

Often the flocks with their herder, wander about the great ranges which are never fenced. Most of these unfenced lands belong to our government. They are in regions

where there is enough moisture for trees to grow. These lands are called forest reserves and are watched by men called forest rangers who go about on horseback, to watch for fires or timber thieves. Cattle, horses, and sheep are allowed to pasture on this land, if the owner pays a small sum of money to the government. It costs only seven cents a year for each sheep to graze on this land, so that thousands of sheep are found here. The herders must be careful, however, to see that the sheep do not eat the grass too closely or the roots will be harmed.

The herder's life in our country is very lonely, too. He is either one of the owner's family or a hired man. Except for a few months during winter, he is far from the ranch with the flock. His home is usually a covered camp wagon. In it he has stores of canned food, blankets, and a shelf for a bed. He almost always has one or two collie dogs with him. These dogs are well trained and are a great help in herding the sheep.

When the herder leaves the ranch, he takes the sheep to a place near water, and makes a camp. Often the herder has as many as two or three thousand sheep to care for. He takes them two or three miles out from the camp each morning, and brings them back at night. Sometimes he has a man with him who tends the camp and cooks the meals, but more often he is alone. About once a week some one from the ranch brings him a fresh supply of food. How glad he is to have company again!

It does not take long, however, for the grass in one place to be eaten and then he must herd the sheep in another place. In summer he moves higher and higher up the mountains. In the fall he goes back to the ranch again where the sheep are kept in rough shelters during the winter.

A good herder tries not to lose any of his sheep and to keep any of them from being hurt. He usually carries a small rifle because the sheep have many enemies. Moun-



tain lions, bears, wolves, coyotes, and rattle snakes are some of their enemies. Poison grasses are also found here and there and he must be careful that his sheep do not eat them. When a sheep becomes sick, he must care for it. Often some of the sheep stray from the flock and are lost. Sometimes they

wander off and join another flock. The herder must then find them. Most of the sheep are branded with red paint. This means that they have the owner's mark on them. In this way, the herder knows which sheep belong to his flock. The sheep must be branded each year.

In any country, good shepherds are always ready to protect their flocks. Even if their lives are not always busy, they must be watchful and guard their sheep.

I. You have read about how the shepherds of two different countries spend their time. In the list below, which things must the shepherds do? Write the numbers on your paper.

1. Shepherds lead sheep from place to place to find spots where grass grows.
2. Shepherds weave cloth from the wool of the sheep.
3. The shepherd protects sheep from animals that would hurt them.
4. He builds shelters for the sheep.
5. Shepherds live out of doors much of the time.

6. They take care of sheep when they are sick.

II. Shepherd life in the Holy Land is different from shepherd life in our country. Below is the list of some things about shepherd life in each country. Which ones belong to the life in the Holy Land? Which ones belong to the life in our country? Make two columns on your paper like this:

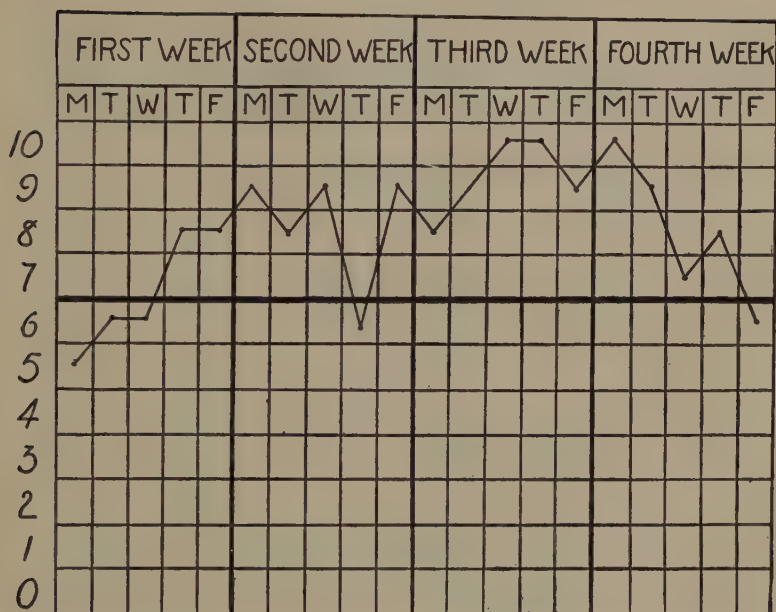
Holy Land	Our Country
.....
.....

Write the numbers of the things that are true of shepherd life in the Holy Land under the *Holy Land* column; write those that are true of the shepherd life in our country under the other column.

1. The shepherd is usually the youngest son in the family who works.
2. The sheep ranches are far apart.
3. There is a yard in front of the house for the sheep.
4. The shepherd's coat is made of camel's hair or homespun wool.
5. The shepherd carries a sling.
6. The sheep may feed on land that belongs to the government if the owner pays the government a little money.

7. He carries his food in a leather bag.
8. His home is usually a covered camp wagon.
9. At night he sleeps on the roof so he can watch his sheep.
10. The herder carries a small rifle so that he can kill the enemies of the sheep.
11. The sheep feed in the fields after the gleaners are through gathering the grain.
12. The sheep often graze on land called forest reserves.

READING A GRAPH



Here is a graph. It gives a record of John's work in arithmetic for 4 weeks. Each morning the children work 10 thought problems. The number that John had right each morning is shown on this graph. The letters at the top stand for the names of the school days of the week. The numbers at the left side are to help show how many problems in arithmetic John gets right each day.

The first Monday John had 5 problems correct. He put a dot in the fifth square, under the "M" column. The next morning, Tuesday, he had 6 correct. He placed a dot in the sixth square under the T. He connected the two dots with a line. On Wednesday he again had six correct. A dot was placed in the sixth square under the W. The line was brought to that dot. On Thursday, he had 8 correct. He placed a dot in the eighth square under the T. The line was brought up to that dot. The line helps to show how John is getting along. Eight were correct on the Friday of the first week. How many were correct on the following day? During which week did John do the best work? The poorest work?

The heavy line across the graph at 7 tells a story too. As long as John keeps above this line his teacher knows his work is good, but when it falls below, she expects John to do something to improve it. Do you think that John needs to work harder in his arith-

metic? In this kind of graph it is a bad sign when the line begins to go downward.

Perhaps you would like to make a graph like this for your spelling or arithmetic, and keep your score for a week or more. Perhaps you work more than 10 problems each day. In that case your graph will have a different number of squares, because there should be one square for each problem. Ask your teacher where to place the heavy line to show whether you are doing what she thinks is good work.

Put the answers to these questions on your paper.

1. How many problems did John get correct on the second Monday?
2. During which week did John do the best work?
3. During which week did he do the poorest work?
4. In the last week does John's work show that he needs to work harder?
5. On which day of the last week was John's work the poorest?



THE BAT

This story tells about a little animal that many of us are afraid of. Read the story to find out all you can about it. Decide when you have finished whether you should be afraid of it.

The bat is a funny little creature. It can fly wonderfully, and yet it is not a bird. It belongs to the same group of animals as squirrels and mice. In England and Germany it is often called a "flitting mouse."

Bats are found in all parts of the world except the very coldest regions. You will be surprised when I tell you that there are over 300 different kinds of bats in the world. They have different looking faces and are of different sizes. Only a few kinds are found in the United States.

Most bats are small. The largest kind, called the flying foxes, are found on the Malay Peninsula of Asia. When they spread their wings they are as wide from the tip of one wing to the tip of the other as a crow is. Other large ones are found in the East Indies and in the warm parts of Africa. All of the large ones like to eat fruit and often do much damage to the crops.

There are unusual bats found in California, Texas, and the southeastern parts of our country. They are called vampire bats. They are troublesome because they light on the backs of horses and cattle and suck their blood. There are some small bats that sometimes bite people, while they are sleeping at night. Such a bite, though, is so gentle that it does not hurt. It very seldom even awakens the sleeper.

The little bat which you know has a queer little face. Its head is short, with big shapeless ears, a wide mouth, and funny little blinking eyes which have an old, impish look.

Its body is covered with a very soft fur. It has wings which are made by skin stretched between its fingers, legs, and tail. When the wings are open they remind us of umbrellas, because of the skin stretched over the framework. When the bat is not flying, these wings are folded up close to the body.

The bat has some queer habits. It flies at night, just as it is growing dark, and just before daylight. Its voice is squeaky and not pleasant to hear. During the day it usually hangs by its hind feet with its head downward, in hidden places such as caves, hollow trees, church towers, barns, and deserted buildings. No wonder we connect these poor little misunderstood creatures with the spookiest places possible, because they like just such places best.

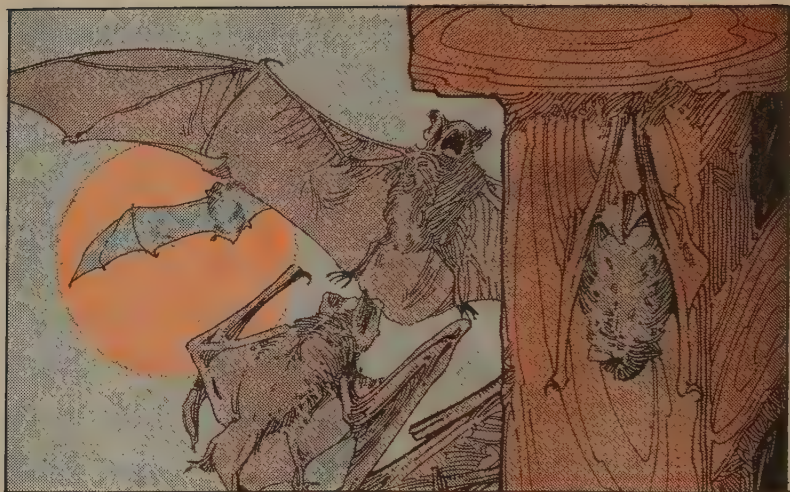
In cold climates, bats sleep all winter just as bears do. If you ever find a bat hanging up somewhere in the winter time, touch it. You will no doubt find that it will not even squeak or tremble but will stay there, stiff

and still, both night and day. When the warm weather comes it will disappear, none the worse for its long sleep. But whether it is winter or not, bats like to sleep. They sleep about twenty hours each day.

The mother bat never makes a nest for her babies. When they are small, she carries them about with her as she flies. How firmly they hang on, so that they do not fall! When they get too large for her to carry about comfortably, she hangs them up in a safe place while she goes off for food for them and for herself.

KEEP LIPS CLOSED

For many reasons people have come to be afraid of bats. Perhaps this is because of their strange appearance, and because they like to live in spooky places. They have had a bad name for a long time. People sometimes think of them in the same way that they think of goblins, and other evil things.



Many old stories filled with horrors were told of bats. This is quite unfair to them.

The bat is one of the most gentle and friendly of living creatures. He should be looked upon as a sort of a night policeman, because he is an insect eater. Many of our worst insect pests, especially moths, beetles, and mosquitoes, do much harm to fruits and vegetables at night. The birds are the guardians of our growing things during the day but, like all good folks, most of them sleep through the night. The bats, however,

who like to fly about at night, feed upon these insects that do so much harm.

For this reason many people think that bats should be protected, just as many of our insect-eating birds are protected. Every wise farmer should have a family of bats on his farm. Let us in the future think of this small creature as a real helper, and not something to dread.

The sentences below tell a number of things about bats. Some of them are true and some are not. Put the numbers of the sentences which are true on your paper.

1. The bat is a bird.
2. The bat is covered with fur.
3. The bat sleeps with its head down.
4. The bat flies in the day time.
5. In cold climates the bat sleeps all winter.
6. The bat makes a nest for its young.
7. The bat is an insect eater.
8. We should think of the bat as a friend.

THE GAME OF NEWCOMB

Read the directions carefully for playing the game of Newcomb until you are sure that you understand them well enough to be an umpire of a game.

Twenty or more players are needed.

It must be played in a gymnasium.

A soccer or volley ball and rope are needed.

Preparation: Stretch a rope across the center of the playing field about 7 feet above the floor.

Players: Divide the group into two teams and give each team half of the playing field. The players may stand anywhere in their half of the playing field.

Object: The object of the game is to throw the ball over the rope and to catch it when it is thrown by a member of the other team.

Start: The game is started by giving the ball to one team to throw over the rope into the other team's court. In the second half the other team starts the ball.

Rules: The ball must be thrown over the rope. The ball must be caught in the air by a player before it touches the floor. Only one step may be taken by a player holding the ball. The ball must be thrown at once.

Scoring: One point is made by the other side for each of the following:

1. Not throwing the ball over the rope.
2. Not catching the ball.
3. Holding the ball before throwing.
4. Taking more than one step in throwing, or catching the ball.

Can you keep the score of the following game? Make a score board on your paper like the following.

Study this score board to know how to keep one, then score the following game.

4th Grade Score		5th Grade Score	
1st Half	1111 11	1st Half	1111
Second Half	1111 11	Second Half	1111 11
Total Score	12	Total Score	10

First Half: The fourth grade had the ball to start the game. They threw it but it did not go over the rope. The fifth grade threw it and the fourth grade caught it and returned it. The fifth grade boy who caught it dropped it. He threw it back to the fourth grade. Back it came to the fifth grade and it hit the ground before anyone could touch it. The fifth grade threw it back to the fourth and the fourth grade boy who caught it took two steps after he had it in his hands. He threw it back to the other side and the half ended.

Second Half: The fifth grade threw to the fourth grade and they threw to the fifth. The fifth then threw and the ball went under the rope. The fourth grade threw back to the fifth and they threw to the fourth where the boy who caught it held it so long that everyone yelled at him before he threw it. The fifth grade boy who tried to catch it, dropped the ball and then took two steps in throwing it to the fourth grade on the other side. Time is up and the game ends.

What is the score?



HUDSON'S BAY COMPANY

The big country of Canada owes much to the Hudson's Bay Company. Read this story to find out what this company did for Canada.

READ RAPIDLY

The flag that Canadian boys and girls know best is the British flag because Canada belongs to Great Britain. They also know our flag very well, as Canada is our neighbor to the north. But there is still another flag which Canadian people know very well. It is a blood-red flag of Great Britain with the letters, H. B. C. in the lower right hand cor-

ner. I don't believe any of you know what the letters stand for. Perhaps you do if you have ever lived in Canada. They stand for the "Hudson's Bay Company." Now, of course, a company is a group of people who carry on business. That is just what this company does. It buys and sells furs. There have been many fur companies, but never has there been one as great or as well known as this one.

If we could travel over Canada quickly, we would see fur-trading posts scattered over the country along the rivers and lakes. A post is perhaps nothing more than a group of buildings in the wilderness where a lonely man stays to greet the weary trappers and hunters. They come to sell him their precious bundles of beaver, otter, and other furs.

When did this fur trading in Canada begin? To find this out, we must go back many years. There was a time, as in our country, when Canada, too, was the home of only the



Indian. White people came there about the same time that they came to the United States. It was then that Henry Hudson, an Englishman, sailed his "Half-moon" into the great bay which now bears his name. French explorers also came and settled along the St. Lawrence River. It did not take long for the people of Europe to learn that this new region about Hudson Bay was rich in fur-bearing animals, especially beaver.

Perhaps you are wondering why they were so glad to find the beaver. The reason was that beaver hats were very much in style in those days. Everyone who wished to be in

style had to have a beaver hat. No wonder they were glad that there were beavers in other places because at that time there were not nearly enough of them found in Europe.

When Prince Rupert of England heard about the fur-bearing animals in this new country, he knew that here was a chance to become wealthy. So he with seventeen other noblemen formed the "Hudson's Bay Company." The work of the company was to get furs in the new country to be sent to England. The King thought so well of Prince Rupert's plan that he gave the company all the land around Hudson Bay, and the land drained by all the rivers which flowed into that bay. No others were to hunt and trap in this region, except the men working for this company.

TRADING POSTS

Soon trading posts sprang up here and there. If we could have visited one of these early posts near a river or lake, just what

would we have seen? First of all, we have seen the red flag of the company at the top of a tall pole. A large post had several log buildings. One was the factor's house. The factor was the man in charge of the post.

There was also a store, a warehouse, a blacksmith shop, a canoe house, and a carpenter shop. These were placed so that they formed a square. In those early days, a high wall was built around all of these buildings. This was made by driving logs into the ground close together. Such a wall was built for protection and was called a stockade.

These trading posts were known as forts. Perhaps you think that the stockades were built mainly for protection against Indians. This is not true. The company was careful to be very friendly with the Indians, because the Indians knew best where to find the fur-bearing animals. The stockade was needed during the time when other companies were trying to get furs from the land belonging to Hudson's Bay Company. At some of the

posts, bloody battles took place with these outsiders.

After a number of years, the land belonging to the company was sold back to England. Then everyone had a right to hunt and trap on this land.

Hundreds of men left England and Scotland to seek furs in the wilderness where the only settled spots were the fur posts. Guns, ammunition, brass kettles, knives, hatchets, tobacco, glass beads, flints, mirrors, and other things that Indians and white men wanted, were sent from England to the trading posts. It was here that the Indians and white trappers came after many months of trapping and hunting.

What a busy place such a post was in the late fall! That was the time for all trappers and hunters to move toward the best hunting grounds. In the fall each furry animal wears its thickest and best coat of fur so that it can stand the cold winter winds. Who knew best the ways of these animals, their

hiding places, and how they could be caught? It was the Indian! And the Hudson's Bay Company men knew this. They always tried to treat these natives well, so that they would help them get furs.

HOLD THE BOOK RIGHT

THE INDIAN TRAPPER

The Indian trapper led a lonely life. He usually camped near some post with his family until it was time to go after furs. He would then get from the post what he needed for the trip, mend his canoes, and go off with his family.

They fished and hunted as they went, for they had to get some food along the way. They traveled in their canoes until they reached a good hunting place. There they stopped and perhaps cut several small spruce trees for the framework of their winter home, called a tepee. This they made skillfully and quickly. The poles were covered



with birch bark or animal skins. It was kept warm by a fire built inside; the smoke went out of a small hole left at the top. Then, after the tepee was made, they spent the

whole winter in hunting, trapping, and curing the skins.

When spring came and the ice of the rivers and lakes began to crack, they knew it was time to go back to the post. The canoes were loaded down with skins of beaver, bear, lynx, martin, and other furs. Soon they were paddling away, and every day brought them nearer and nearer to the post.

When they arrived, they camped near the post and traded in the furs. In return the Indians were given what they wished from the store, perhaps a string of beads for the squaw mother, perhaps a new gun, more ammunition, a knife for the trapper himself, and trinkets for the children.

Not all of the trappers were Indians. Many were French and Scotchmen. These, too, came back to the post in the spring. How the first sight of the red flag of the company thrilled them! They had spent a lonely winter, but now they could enjoy themselves during the short summer months.

It was then that the fort became more alive. This lasted until it was time again for the journey in the fall.

WHAT WAS DONE WITH THE FURS

What was done with the great piles of rich furs after they were brought to the posts? In the summer, the ships of the company brought supplies for the trading posts. They returned to England with furs. Some furs found their way to Germany and other countries of Europe, and some to many of our own large cities in the United States.

What has happened to the trading posts after all these years? Many of the posts are still used, but many are in ruins. The stockades have disappeared. Yards, which were once filled with trappers and hunters from the far corners of Canada, are now deserted. The animals are fewer. There are not so many Indians and those who are left, live and dress as the white men do. Where once many of these posts stood, are now towns and villages, or fields of golden grain.

This great Hudson's Bay Company had other value besides getting furs. Because it sent its men into every corner of the land, much was learned about this country. They found out that the land was good for growing grains and for mining. These men also helped to open up the way for railroads. People came from England, Scotland, and other lands to this new country, until today, Canada is a neighbor of whom we are very proud. It still belongs to Great Britain, and it still has its Hudson's Bay Company posts which help the Canadians to remember the early history of their country.

THE TRAPPER

What about the trapper? Is he as lonely as before? Yes. He goes out into the woods, and if he finds himself too far from his cabin, he chooses a sheltered spot in thick spruce timber and makes a camp. First, he clears away the snow on a spot as large as a small room and builds a fire at one end. Next he pitches his tent. Then he cuts spruce

boughts for his bed and arranges his blankets. He melts snow in a pot over the fire. He cuts a pile of wood to last the night. Only when all this is done, does he take his frying pan, perhaps fry a big blue grouse he has shot on the way, and make his tea! After that, he rolls up in his blankets and falls asleep. When the fire gets low and he awakens with cold, he must get up and pile more logs on the fire. So passes the night.

Perhaps once or twice during the winter he gets to a post for supplies, and makes merry with a few other trappers. In the spring, like the trapper of old, he is off to sell his furs.

The lonely life of the trapper will go on, because it is only in the lonely places that he finds what he wants.

On the next page is a list of sentences. Some are true and some are false, or not true. After each sentence are the words, 1. True 2. False. Write the number of each sentence on your paper. Read the sentence to see if it is true or false. If it is true put the word *True* after the number of the sentence

on your paper. If it is false, write the word *False* after the sentence number. Read the story again to be sure your answers are right.

1. Fur trading posts are scattered over Canada today. 1. True 2. False
2. The King of England gave Prince Rupert the land around Hudson Bay and the land drained by the rivers that flowed into the bay. 1. True 2. False
3. Henry Hudson was one of the first white people to come to this region. 1. True 2. False
4. The skins very much wanted by the first traders were beaver skins. 1. True 2. False
5. The Hudson's Bay Company was the only company that ever had the right to hunt and trap in Canada. 1. True 2. False
6. The men of this company usually tried to keep the Indians away by fighting them. 1. True 2. False
7. The Indians were usually paid money

for the furs they brought to the post.

1. True 2. False

8. The posts were often surrounded by a stockade. 1. True 2. False

9. The trappers hunted in summer and rested in winter when it was cold in the forests. 1. True 2. False

10. Trading posts have changed much, so that now they are different from the old posts. 1. True 2. False

11. The only value that the Hudson's Bay Company was to Canada was that it started the fur trade there. 1. True 2. False

12. The life of the trapper today is much as it used to be. 1. True 2. False



TOADS

If the name of this story had been *Our Friend, the Toad* perhaps you would have been surprised, because you have never thought of the ugly toad as your friend. Yet that is true. You need to know more about the toad so that you will know why this is true.

In France there are many places where toads may be bought. "Toads bought!" you exclaim. "Who wants to buy toads and get warts from them and all kinds of bad luck?"

Perhaps you are one of the persons who still thinks such foolish things about toads.

These gentle little fellows are the gardeners' best helpers because they destroy insects. A wise gardener in France would no more think of going without his toad helpers than he would think of going without his rake and other garden tools.

People of all countries are familiar with toads. They live in cool, moist places. They are often found in cellars, under porches and sidewalks, and in various dark or damp hiding places.

There are many kinds of toads. The kind that is most common in the United States, the kind that you have often seen, is known as the American toad. This toad is about two and one-half inches long. It has a large head and medium length legs. What a warty looking skin it has! Its color is usually brown. Sometimes it has patches and bands of lighter colors. Sometimes it has bright red and yellow on its warts. The under part of a toad is light. The mother toad is more gayly colored than her mate.

These little creatures are very interesting and it would be worth while for you to get acquainted with them. The best way to see and hear them is to take a lantern and go to a pond at night. They seem to like a light. They will gather about a lantern if it is placed on the ground, and even sit on it. And they may puff out their throats and sing!

KEEP UP YOUR SPEED

HOW TOADS DRINK

The American toads stay near the pond from late April or even earlier, until July. Still a toad never drinks water in the regular way. It has to get all its water through its skin. That is why it chooses damp places in which to live. If a toad is kept in a dry place it gets thinner and thinner, and will die in a few days. But just keep a toad in a place where there is plenty of moisture and how plump it gets, even if it has very little food. Toads live to be very old. A record

was kept of one toad that lived to be thirty-six years old, and then was killed by an accident.

This quiet little creature sleeps most of the day. It is at sunset or a little earlier that it comes out for a journey over the lawns and gardens for food. It eats only living, moving food, such as grasshoppers and caterpillars. Some of the harmful things that it eats are cutworms, slugs, and earth worms.

A toad catches its food with its tongue which is fastened on at the front of the mouth instead of at the back. On it is something sticky which keeps the insects from getting away. The toad can see as long as there is any light. Its eyes are large and they are on the very top of its head.

A toad can pour out from its skin a liquid that has no taste or smell. This liquid is harmless. But in cases where the toad is in danger, it will pour out another kind of liquid which is a little poisonous. A young dog may take a toad in its mouth and bite it,



but he will never do it again! The toad can make himself very disagreeable for any animal that intends to harm it.

Another way in which the toad protects itself is by being able to change its color. Its brown skin, which is rough with warts of all sizes, is so much like the ground that in the evening it is hard to see it, unless you are very near. It can also make itself hard to see among green leaves, by slowly changing its color. It often saves itself, too, by playing dead when seized by an enemy.

The toad burrows a home in the earth with its hind feet and then backs itself into it.

The doorway is left open and the toad peers out with its bright eyes. If an enemy comes, the toad backs still further into the burrow until the earth caves down over its head. This shuts the door in the enemy's face.

When winter comes, the toad stays in the burrow and sleeps all winter. During this time it becomes stiff and cold, but when spring comes, it wakes up none the worse for its long sleep. Then off it goes to the ponds again to croak with other toads, for all toads love company.

In spring, the toad lays its eggs in the water. The eggs change to tadpoles, or pollywogs, as you may call them, just as frogs' eggs do. The tadpoles are small and black. When a tadpole is four to six weeks old it is about an inch long. Its skin is black and its eyes are small. When it changes into a toad, the hind legs appear first. About two weeks later the front legs appear. Its head then becomes larger and the tail shorter and shorter until it is only a stub, and at last, it

is gone altogether. Then the tadpole has become a real toad such as you know about.

Farmers in this country, who must always fight against insects, are beginning to like the toad more and more. Many of them want laws to protect them just as there are laws that protect our birds.

One word is left out of each one of the following sentences. Write the numbers of the sentences on your paper. After each number write the word that belongs in the sentence. If you do not know what the missing words are, read the story again.

1. A toad drinks water through its
2. Its eyes are on the of its head.
3. Its tongue begins at the of its mouth.
4. Its tongue is so that insects cannot get away.
5. Toads eat some insects and that is why farmers like them.
6. It protects itself against dogs by pouring out a

7. Toads need to live near, so they will not get thin.
8. They eat only foods that are
9. The toad spends its winter asleep in a
10. Its skin looks like the so that it is hard for the enemy to see it.

MATCHING PROBLEMS

These problems will show how carefully you read. The first two are alike although the words are not just the same. They are a pair because they match. After these two there are four problems, or two pairs which match. Write on your paper, the number of the first problem and beside it write the number of the problem which matches it. Do the same with the second pair.

I. Three boys of the fourth grade were weighed by the school nurse. Jack weighed 60 pounds, Fred 66 pounds, and Edward 62 pounds. How much did the three boys weigh together.

II. The school nurse weighed three fourth grade boys. How much did they weigh together? Jack weighed 60 pounds, Fred 66 pounds, and Edward 62 pounds.

Find the two pairs in the next four problems.

I. Mary and Jack had a garden. They pulled six dozen radishes and sold them for 10c a dozen. How much did they make?

II. Mary and Jack had a garden. They

sold radishes at 10c a dozen and made 60c. How many dozen did they sell?

III. Ten cents a dozen was what Mary and Jack got for radishes. They picked six dozen in their garden. How much did they get for them all?

IV. Ten cents a dozen was what Mary and Jack got for radishes. They made sixty cents. They sold how many dozen in all?

Find the two pairs in the next four problems.

I. Grace had a dollar with which to buy groceries at the store. She spent 32c. How much did she have left when she came out of the store?

II. Grace bought three things at the store. Each one cost thirty-two cents. How much did she spend?

III. How much did Grace have left if she spent thirty-two cents for groceries at the store? She had a dollar to spend.

IV. Grace was given a dollar to spend for groceries at the store. She bought three things for 32c each. How much did she spend?

OASIS LIFE IN THE SAHARA DESERT

Perhaps you have thought that no one could live on a desert. People do live there though. Their homes are in the *oases*. Read this story and you will find out what an oasis is, and why people live there.

I. Perhaps no other continent is as interesting as Africa. It is filled with so much that is strange to us. One of the most interesting parts of Africa is the great Sahara Desert, which stretches over nearly all of the northern part of the continent. Almost nothing grows in a desert because there is very little or no rain there.

II. The Sahara Desert is the largest in the world. It is very sandy. Scattered over this great land of sand, are little patches that are green. These are known as oases. Here things may grow because these patches are watered by underground springs. Many wells have been dug in the last few years by the French. Because of these wells there is

not so much danger of suffering for want of water. Oases are made where these wells are found, and date palms and orchards are found there.

READ RAPIDLY

III. Most of the people of the desert live in these small fertile oases. A great many of them are Arabs who at one time lived in Asia. Many are Turks and Jews, also from Asia. Still others are negroes from the region just south of the desert. Many French people are also found there. Of all the people living in the Sahara Desert, the negroes are the best workers. They are not troubled by the great heat as the others are. The tall Arabs are a proud people. They take great pride in the deeds of their families or tribes. The negroes are usually the servants or slaves of the Arabs.

IV. There are many kinds of buildings on the oases. Some are the ruins of old Roman buildings which were built when Rome ruled



this region. The crumbling pillars and arches of old temples and tombs show that they were once very beautiful. Often a high, thick wall surrounds the temple. These walls were built as protections against enemies. Today, the French have built stucco-covered hotels on a few of the larger oases. Often one sees the materials for a European house being carried by a caravan. The doors, windows, roof, and even floors are already made, so that the house needs only to be fitted together.

V. On an oasis, the houses of the natives are so close together and the streets are so narrow that it almost looks as if the people all lived in one big house with many rooms. Most of the houses are built of sun-baked bricks made of mud, and have flat roofs. Few of the homes are comfortable. The rooms are often without a single window so that they are very dark. The house tops, which are usually used as we use our porches, are too warm during the day when the hot

rays of the desert sun beat down upon them. Only at night, when it is always cooler, may they be used. The few beautiful buildings are the mosques or churches built by the Arabs.

VI. Every oasis has a market place which becomes a camping place for caravans during the night. A caravan is usually made up of a number of camels with their drivers. They carry people, food, and other things from one oasis to another. The men of these caravans make shelters by piling up boxes and bales of merchandise. In the nooks between heaps of date sacks and bolts of cotton cloth, they prepare their evening supper over tiny fires. They do not seem to bother to carry tents with them. Before dawn, these caravans are usually up and away amid the bellowing of camels and other noises. Sometimes every person and animal of an oasis leaves during the hottest months to go by caravan to cooler regions. The food is better in the cooler spots, although most

of the year enough food is found for the camels and other animals in the oases.

VII. Most of the people wear long, hooded gowns made of cotton cloth. Garments are also made of camel's hair. As the day becomes hotter, the natives wrap these hooded garments about them to keep out the heat. Some of the people wear red, bowl-shaped, brimless fez caps and others wear turbans. Red is a favorite color with these people.

VIII. Farming and trading are the chief industries of the oases. Date palms, oranges, peaches, grapes, lemons, figs, melons, rice, millet, and olives are grown. Salt beds are plentiful in this region. Salt and dates are the chief products shipped away. A large trade is carried on by caravans. Ivory, ostrich feathers, gums, hides, and other things from the region south of the desert are brought across the desert to ocean shipping ports. In these ports there are many traders who sell camels and dates in order to buy sheep, donkeys, grains, and vegeta-

bles, or little things from foreign lands. They deal in very small amounts. Oats are sold by the handful and wheat is dealt out in pinches. When the camels are too old to work, they are killed and the meat markets sell the meat.

KEEP UP YOUR SPEED

IX. There would be little work for the Arab and camel, if it were not for the date palm. The growing of the date palm is most important to the natives and also to the people from other lands who come there to live. Caravans carry tons of dates to the nearest ports. Single clusters of dates often weigh forty pounds. One tree will produce as much as 200 pounds of dates in one season. The natives like to tell that the date palm must have its feet bathed in cool waters and its head kissed by the fires of the sky, which is very true. These palms live to be hundreds of years old and give the people and camels food as well as shelter. When the date

palm stops bearing fruit, its sap is made into a wine, the heart of the tree is eaten and the wood, the roots, and leaves are used for fences, roofs, mats, ropes, and baskets.

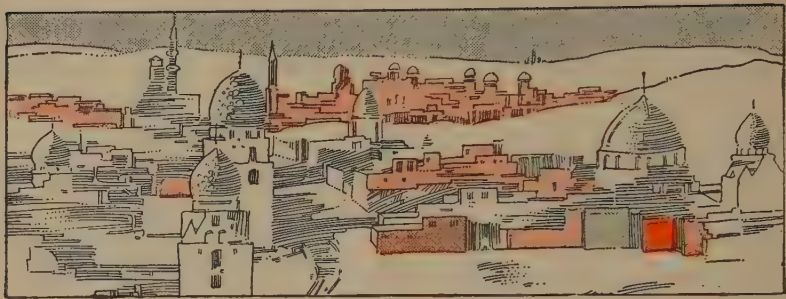
X. Parts of the desert may be reached by railroad, though camels and automobiles are used perhaps the most. The camel is well suited to be a desert animal because it needs little food and can travel thirty miles a day with loads weighing eight-hundred pounds. It carries its own supply of water and food as its hump is its lunch basket. On long journeys when food is not to be had, this hump supplies the camel with nourishment. When it reaches the end of the journey its back is perhaps flat or "humpless." The hide of the camel makes splendid leather. The coarser hair is woven into cloth and the finer hair is sent off to be made into dainty brushes. The flesh of the camel is as good to eat as beef.

XI. There are few schools in the oases. Not many of the people care to read or write.

Some of the Arabs are able to chant parts of the Koran, which is their Bible. The French are trying hard to bring new and better ways to these people. It is hard to believe that a great deal can ever be done in a region where the heat and the bareness of the land are so great.

Each of the eleven paragraphs of the story are numbered. Each paragraph tells about something different. Below are the names of the eleven different things that the story tells you. Write the numbers of the paragraphs on your paper. After each paragraph number, put the letter of the words that best tell what the paragraph tells you.

- A. People who live in the oases
- B. Why Africa is interesting
- C. How the people dress
- D. The houses of the natives
- E. Why oases are found in the Sahara Desert
- F. The camel
- G. The different kinds of industries
- H. Education
- I. The buildings of the oases
- J. The date palm
- K. Caravans

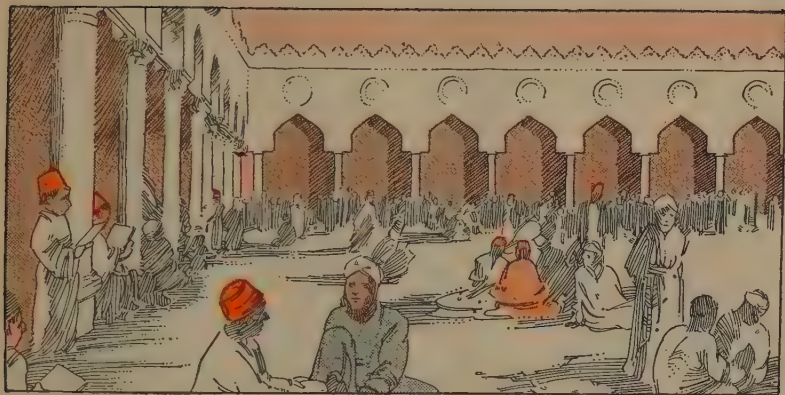


A

CAIRO, A CITY ON THE NILE RIVER

This story tells you about a visit to a very old and interesting city. Each paragraph tells about something different. As you read, find out what each paragraph is about.

1. Who has not enjoyed the wonders of the "Arabian Nights" tales, so full of queer happenings of gayly and richly dressed people? I am sure you will like visiting a city which is very much like one of the cities of these ancient tales. It is Cairo, the largest city in Africa and the capital city of Egypt. It is located not many miles from the mouth of the great Nile River, a river longer than even our own great Mississippi. Here it is that more than 400,000 people have gath-



B

ered; people from many parts of the world. Many are English, because England has much to do with running the affairs of Egypt.

2. After we reach Cairo, either by boat or railroad, we go at once to one of the up-to-date hotels. The hotels are usually very fine, two-story, stone buildings, built around a large open yard or court where web-footed pelicans and long-legged ostriches are perhaps strutting about. In front of the hotel stretches a wide porch or terrace. Here we may walk or sit and watch the passing



C

crowds of gayly dressed people and the rows of sleepy donkeys which seem to be everywhere in Cairo. A grove of tall date palm trees is usually found standing in a dusty field in the back of the hotel. We must remember that we are on the edge of the great Sahara Desert while we are in Cairo, so that we must expect to find some things here which are found only in or near a desert country. We need never lock the doors of our rooms in the hotel as servants are always about. There are no bells, so that if we wish to call a servant, we must open the door and clap our hands. The servants look

queer to us because they wear long gowns. They come very quickly and are very, very polite as are all the people of this country.

3. Cairo has a new part and an old part. The new part is quite up-to-date with modern buildings and broad streets which are often watered to keep down the dust. The houses are well kept and bright and many have beautiful gardens, which even in January are bright with lovely flowers. The streets are not paved. Otherwise, you feel that it is not much different from other cities. But let us move on into the older, more interesting part.

4. This part of the city is much like cities of the "Arabian Nights" tales. The streets are very, very narrow and often quite crooked and dirty. There are many beautiful fountains here and there on these narrow streets. These fountains often have marble walls and richly decorated domes. The water is dipped with a cup from the basin within. The flat-roofed houses are



D

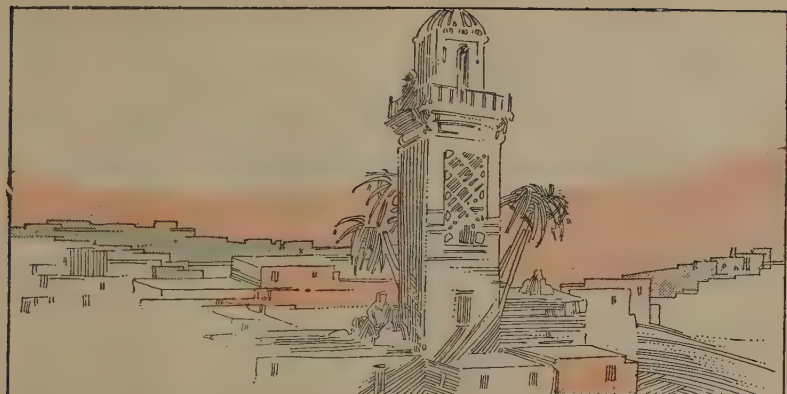
built in the old Arabian fashion. They have many balconies decorated with fine wood-carving. What queer houses they are! There are no windows on the ground floor except small airholes which are quite high up. The many balconies are closed in with a lattice work made of small pieces of carved wood. Through the lattice work, the people on the balcony may see what is going on outside, although people on the street cannot see them. The inside of these Arabian houses are often quite magnificent with marble, ivory, mother of pearl, and other lovely

decorations. Great couches, soft cushions, and rugs used to be found in these homes. But today, ordinary tables and chairs have taken their place, so that these homes are not as interesting to us as they would have been years ago. Since so many people of Europe have come to live in Cairo, the old ways that the people of Cairo had are being given up in many homes.

5. From the porch of the hotel or from any part of Cairo, we can see great towers or minarets rising above the house tops. These towers are on the mosques, the buildings where people worship. Most of the people are Mohammedans, followers of Mohammed instead of Christ. Their bible is called the "Koran" and their god is Allah. The Koran is read faithfully and its laws and teachings are carefully followed. One of the chief teachings is that food and riches must be shared with the poor. Perhaps nowhere in the world are the poor treated as kindly as they are in Egypt.

There are over 400 mosques in Cairo. Rich and poor alike may use the mosques at any time. Here they may enter to pray, to rest, to eat the food they have brought, to quench their thirst, to mend their clothes, and even to sleep. The minarets are the small towers in which black-robed men stand, calling the people to prayers. "Allah Akbar; Allah Akbar; come, come to prayer!" is what they chant over and over with their arms raised toward heaven.

6. Let us leave the mosques and go to the gay little shops or "bazaars" as they are called. There are many of these on the narrow streets and often they are no larger than a big dry-goods box. Most of them are poorly built and poorly painted. One bazaar will sell nothing but slippers, another nothing but brass ware. Brass ware is used for kettles, wash tubs, and other household needs. Perhaps another will sell nothing but bananas, oranges, and sugar cane; another, silverware; another quilts and pillows



E

filled with cotton; another cotton cloth; another, spices; and yet another, just trinkets and souvenirs which travelers like to take home with them. On a ledge in front of the shop sits the merchant with his legs crossed. He wears fine robes of silk and linen. He may be smoking his pipe or sipping coffee while he talks to his friends as he waits for people to come and buy. If he wishes to go on an errand or go to a mosque, he hangs a net curtain before the shelves where his things are stored. This seems to be all that is necessary to keep the things safe. If it is time for prayers,

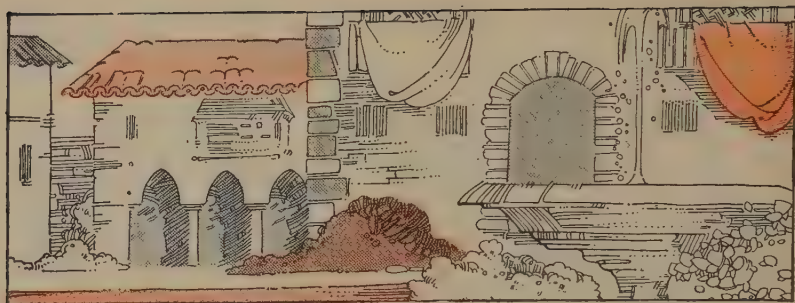
he spreads his prayer-carpet in front of the bazaar and worships where all may see him. It seems to be a common thing for Arabs to eat, smoke, pray, sleep, or trade in the open in sight of everyone who passes. We are treated very politely when we stop at a bazaar and asked to be seated to drink a tiny cup of coffee while we are deciding what to buy. Of course, there are some up-to-date shops much like our own in Cairo.

7. There are many ways to travel in Cairo. The cheapest way is to ride a donkey. A good donkey is as easy to sit on as a rocking chair. He is also very sure-footed and patient. There is no danger of falling very far because he is nearer the ground than a camel, so anyone who rides him, feels quite safe and can enjoy looking at the sights. Sometimes the donkey will begin to gallop. This gives the rider the feeling that he is going very fast indeed, but he really is not. Many of the donkeys are gayly decorated with jingling bells and silver ornaments



F

which are hung around their necks. The bridles are sometimes made of embroidered cloth and the saddles are quite large. Scarlet cloths worked with gold are often placed under the saddles. Each donkey has his driver who is called a "donkey boy." He earns about twenty cents a day and receives a few tips. These donkey boys are very quick, good natured, and bright. As soon as a traveler appears on the terrace of the hotel, the donkey boys are eager to be hired as errand boys or guides. They will do everything to please the person who hires them. If an American asks what the don-



G

key's name is, the boy perhaps will quickly say it is Yankee Doodle, while if it happens to be a Frenchman who asks, the same donkey will be called Napoleon Bonaparte. The boys try to please the people who hire them and changing the donkey's name seems to be one way in which they try to do this. Carriages may also be hired, as well as motor cars. Camels are used by some people, though riding a camel takes much more courage than riding a donkey because the ground looks quite far away from the top of a camel's back. Bicycles and street cars are also found in Cairo. It seems strange to think of shuffling camels and long-eared donkeys traveling along the same streets with



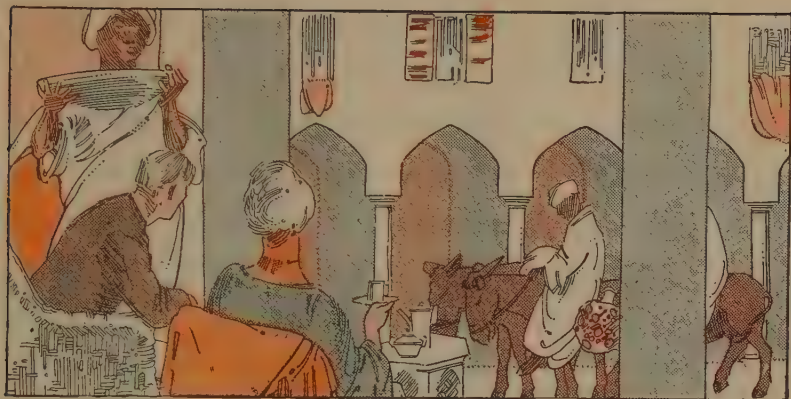
H

street cars and automobiles. But that is what one sees in Cairo, today.

8. Many ways of dressing are found in Cairo. The wealthy people dress nearly the same as the people of Europe and America. It is the dress of the common people which is more interesting to us. Many of the men go about in short white skirts or long dark gowns. The men of the working class wear lighter blue gowns. Nearly all wear the "tarboosh" which is a hat with no brim. The men must place their bare foreheads upon the ground when saying prayers. They must keep their hats on while praying so that a

brim would be in the way. Women wear long gowns and their veils hide their mouths. Women of the upper class usually wear white veils and never appear upon the streets without servants. The servants are usually negroes who are richly dressed in short velvet jackets embroidered with gold, red hats, and full white trousers which end at the knees. Their legs and feet are usually bare. The women of the working classes most often wear very dark blue cotton gowns, a black veil over the head, and a thick black veil over the face. They often are bare footed. Even the poorest wear bracelets and necklaces of beads, brass, or imitation gold or silver.

9. Cairo has many schools. There are native schools, and also mission schools which are kept by Americans, English, French, or Germans. The most famous school is in the charge of the native people of Cairo and is for boys or men. It looks like a mosque. Seven to ten thousand students



I

receive an education there each year. You will be surprised at the inside of this school. After you enter you reach a great courtyard filled with groups of students who are wearing hats or turbans. They are sitting on rugs. Some are studying aloud, some are reading aloud, some are listening to a teacher, some are eating, some are mending clothes, and others are just talking together. A man carrying drinking water is walking among the groups. Every student must have his own rug, a small low desk, which can be folded and carried, a Koran, a slate, an ink-stand, and an earthen dish. It is not neces-

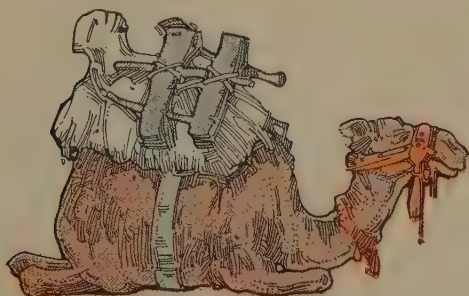
sary to pay to attend this school. Boys may come when they are eight years old. They do not usually remain after they are fourteen years old. Many come back after they are older. Sometimes you see a grey-haired grandfather and his grandson studying the same lessons. The first task is always to memorize the Koran. Next they study grammar and the law. In the mission schools in charge of the Europeans and Americans much is being done to educate the girls. They are also doing much to help the people of Egypt to overcome their backward ways. We are glad that Cairo and other Egyptian cities are doing so much to help their people to live better. But we are sorry, too, to see our old "Arabian Nights" cities change so that they look just like our own cities of today.

I. The paragraphs in this story are numbered. Below is a list of names that tell what the paragraphs are about. Put the numbers of the paragraphs on your paper and after each number write the name that fits the paragraph.

Houses of worship
Hotels
The largest city in Africa
Schools
The bazaars
The new part of Cairo
How people in Cairo dress
The old part of Cairo
How people in Cairo travel

II. Each picture in this story matches a paragraph in the story. Below are the letters of each picture. Put these letters on your paper and after each the number of the paragraph which matches it.

A	D	G
B	E	H
C	F	I



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3. First
4. Yes
5. Friday

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1st Half	2	1st Half	2
	3		1
Second Half		Second Half	
Total Score		Total Score	
5		3	

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1. True
2. True
3. True
4. True
5. False
6. False
7. False
8. True
9. False
10. True
11. False
12. True

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1. skin
2. top
3. front
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1. Yes
2. Yes
3. No
4. Yes
5. No
6. No

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1—1a
4—f
5—c
3—e
6—b
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I. 2
II. 5¢
III. \$8
IV. 5
V. \$5
VI. 8¢
VII. 5¢ tablet
VIII. 50 pounds of flour
IX. 2
X. 5¢

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XI. \$1.00
XIV. 60
XII. 30 miles an hour
XV. 5¢
XIII. 4

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| 2. apple | 10. did | 18. man |
| 3. candy | 11. die | 19. monkey |
| 4. class | 12. different | 20. music |
| 5. clean | 13. dish | 21. oil |
| 6. clear | 14. dislike | 22. over |
| 7. clock | 15. form | 23. queen |
| 8. coal | 16. found | 24. queer |
| | | 25. young |

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 - III. 2
 - IV. 1

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1. Washington
2. stars
3. noon
4. Naval Observatory Time

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|----------------|--------------|
| I. 2 | VI. 80¢ |
| II. 9 | VII. \$1.22 |
| III. 40¢ | VIII. \$2.75 |
| IV. 41 pennies | IX. \$8.90 |
| V. 50¢ | X. 15¢ |

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	3. rapidly
	4. a few millers
	5. their parents
	6. grain

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	I. Yes
	II. Yes
	III. No
	IV. Yes
	V. Yes
	VI. No
	VII. Yes
	VIII. Yes
	IX. No
	X. No
	XI. Yes
	XII. No
	XIII. No
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III. A	VII. M
IV. S	VIII. D

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1. A.M. morning	10. min. minute
2. bu. bushel	11. oz. ounce
3. div. division	12. pt. pint
4. doz. dozen	13. P.M. afternoon
5. ft. foot	14. qt. quart
6. gal. gallon	15. sec. second
7. hr. hour	16. sq. square
8. in. inch	17. wk. week
9. lb. pound	18. yd. yard

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1. B, C 4. A, B

2. B 5. A

3. A 6. A, C, and D

139 DRAGON FLIES.....

1. six

2. four

3. legs

4. Any one of these answers:

pests, insects, flies, or mosquitoes

5. water

6. night

7. Any one of these answers:

bite, hurt, or harm

142 HOW A TRAIN TALKS.....

1 = F

4 = A

2 = C

5 = E

3 = B

6 = D

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I. 1

II. 2

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I. A, B, C, E

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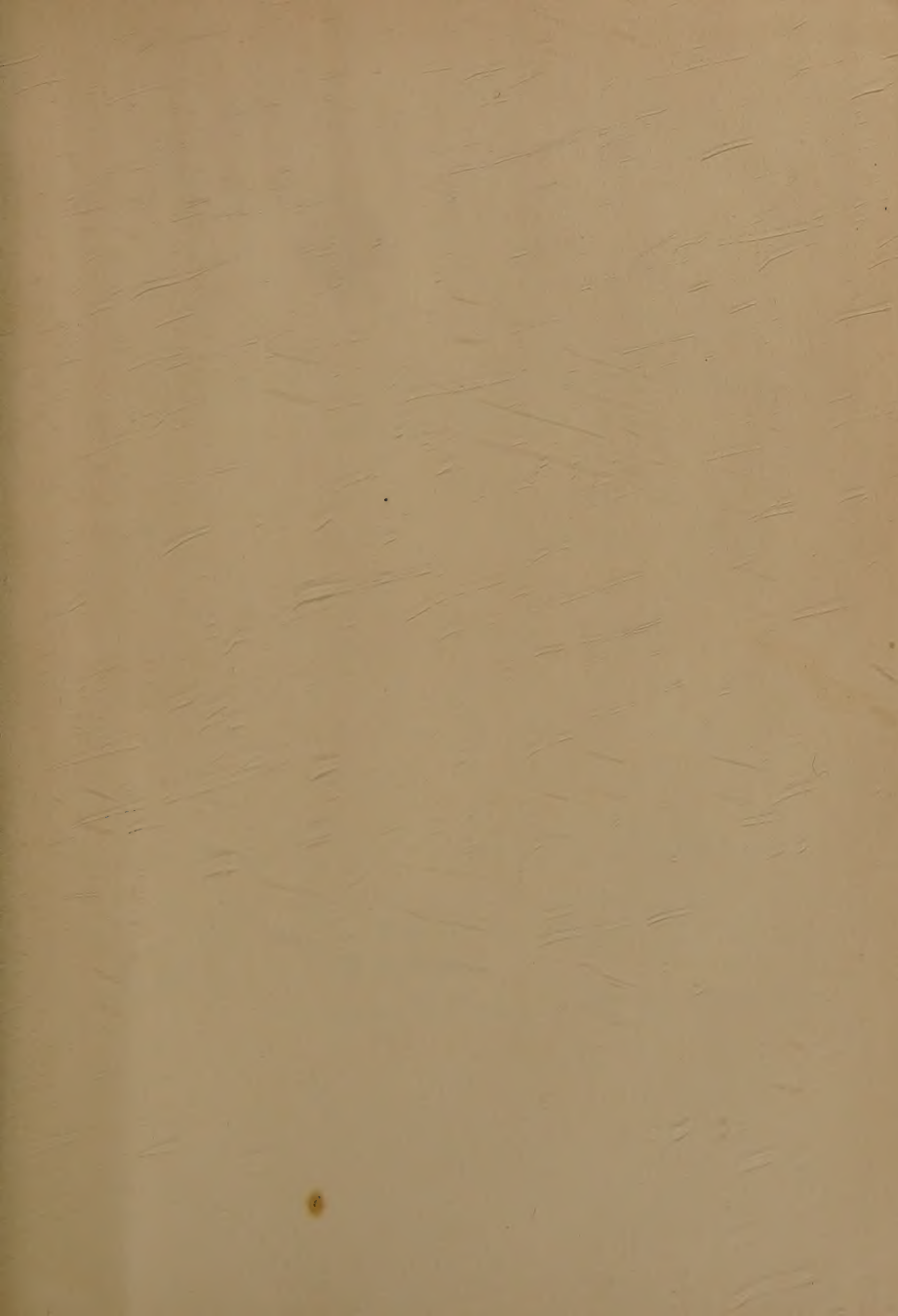
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1. + add	6. ¢ cents
2. - subtract	7. \$ dollars
3. ÷ divide	8. . period
4. × multiply	9. ? question
5. = equals	

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